

UNIVERSAL PRIMARY EDUCATION OF RURAL GIRLS IN INDIA

Usha Nayar



Department of Women's Studies

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Notes for Maps

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The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line

The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh

The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified

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Foreword

I have great pleasure in introducing this study on "Universal Primary Education of Rural Girls in India".

The study is a carefully researched document of immense relevance for educational policy makers, planners and administrators as well as for researchers in the area of primary education. The study has highlighted the policy and performance gaps, and the inter-play of many educational and extra-educational factors that impinge on the universal primary education of rural girls. Education and development of rural girls and women are characterised by both inadequate supply and a still poorer demand on account of social and economic constraints and misplaced development priorities.

The study recommends a 'rural she approach' to all development including education and brings into sharp focus the rural girls child who has remained so far voiceless and invisible, often lost in aggregate figures and targets.

I would like to express my special thanks to the Education Secretary, Sri Anil Bordia for entrusting this work to the NCERT's Department of Women's Studies. The Unesco Regional Office, Bangkok deserves to be complimented for the initiative it has taken in commissioning this study at a crucial time when revamping of strategies is absolutely necessary for meeting the challenges of universal primary education in the framework of 'Education for All' by the year 2001.

I would like to thank the members of the advisory panel for providing valuable guidance in the conduct of the study and would like to express my special appreciation of the untiring work put in by my colleague, Dr. Usha Naya, Professor & Head of the Department of Women's Studies in completing the study on behalf of the Council despite several constraints.

Dr. K. Gopalan
DIRECTOR

June 25, 1991
New Delhi

ADVISORY PANEL

Dr. K. Gopalan
Director
National Council of Educational
Research and Training
Sri Aurobindo Marg
New Delhi - 110 016

Dr. A. K. Sharma
Joint Director
National Council of Educational
Research and Training
Sri Aurobindo Marg
New Delhi - 110 016

Dr (Mrs) D.M. de Rebello
Joint Secretary (S)
Department of Education
Ministry of Human Resource Development
Shastri Bhavan
New Delhi - 110 001

Dr. V.K. Arora
Deputy Educational Adviser
Planning Commission
Yojana Bhavan
New Delhi

Dr. Karuna Channana
Chairperson
Zakir Husain Centre for Educational Studies
Jawahar Lal Nehru University
New Delhi

Dr. Kusum Premi
Fellow & Head,
Educational Policy Unit
NIEPA

Prof. Sarojini Bisaria
(Retd. Professor of Sociology
Department of Women's Studies
NCERT)

Prof. R. Murlidharan
Head
Department of Pre-School and
Elementary Education
NCERT

Prof. C.J. Daswani
Head
Department of Non-Formal Education
Education for SC/ST
NCERT

Dr. Usha Nayar **Convenor**
Professor and Head
Department of Women's Studies
NCERT

Research Assistance

Dr. K.C. Nautiyal

Reader, Department of Women Studies

Dr. Sandhya Paranjpe

Lecturer, Department of Women's Studies

Dr. Kiran Devendra

Lecturer, Department of Women's Studies

Preface

As a nation, we are committed to providing free and compulsory education to all children upto the age of fourteen. Considering, a minimum of five years of schooling or its equivalent is needed for building a permanently literate population universalisation of primary education is a must. The goal of UPE continues to elude us on account of our failure to enrol and retain girls in the educational system. Girls of all sections of population continue to trail behind boys at all level of education. Rural girls are far more disadvantaged, and, among them, those belonging to the historically disadvantaged castes and tribes are the worst off.

The present study commissioned by the UNESCO Regional Office, Bangkok is timely and of crucial significance of making the desired policy and planning interventions for universalisation of primary education among rural girls. Besides noting the educational policy and planning failures like under provision of educational facilities for rural girls, the study points out that the causes for underdevelopment of education of rural girls are rooted primarily in the continued phenomenon of rural underdevelopment. While urban girls have benefitted from the ready availability of education, and all other development infrastructure, the rural girls and women continue to be condemned to the isolation of underserved, underdeveloped rural areas.

The necessary correctives are being applied but these would need more teeth and a greater commitment on the part of the policy planners. It was towards the end of the 1970s, that major schemes of rural development were launched to include schemes for development and employment of women and youth in the rural areas. This was also a time when elementary education was made a part of the Minimum Needs Programme and an Integrated Child Development Services Scheme was launched to cover the health, education and nutrition needs of 0-6 years old child population. In terms of policy pronouncements elementary education has received high priority since the First Five Years Plan. However, this policy intent has never been matched by adequate financial outlays. We still are in a state when 125 districts have enrolments of less than 50% among rural girls in the age group 6-11 years including 17 districts with less than 25% enrolments. Only 61% of rural girls in the age group 6-11 years are in school compared to 87% rural boys, 86% urban girls and 92% urban boys. In the age group 11-14 years, there are 313 districts with less than 50% enrolments among rural girls including 204 districts with less than 25% enrolments.

Further, half the rural population lives below the poverty line and poverty affects rural girls and women more severely. It may be pertinent to note that four major states, viz., Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan account for 40% of our population and for bulk of our adult female illiterates and out of school girls and for majority of our rural poor. There is high incidence for gender discrimination in this belt with the girls getting the residue of a family's resources of food, health care and education. Girls are the invisible drudges in the household often substituting for adult females in paid or unpaid work and missing out on school.

The picture which emerges from the study substantiates the hypothesis that education of rural girls in India is characterised by low supply and a poor demand. The regional variations also bring out the cultural variations in the status of women and the attitudes to the education of the girls child and the need to link the two for making any substantive difference to the quality of female life. The role of state policies and initiatives as distinct from the broadly laid national policies acquires significance when greater progress of UPE among girls is noticed in some states.

Limitations of the study and data are many. There was little time to remove the discrepancies in information from different sources. The analysis in the following pages may be treated as a modest attempt in understanding the present situation of primary education of the girl child in

India for working out detailed strategies for intervention As in all research, the present study is only a beginning and not the end.

The study is organised as follows .-

Chapter I	—	Introduction to the Study
Chapter II	—	The Policy Framework
Chapter III	—	The Social and Demographic Context
Chapter IV	—	Provision of Educational Facilities
Chapter V	—	Universal Enrolment and Retention
Chapter VI	—	UPE of Rural Girls : A Summative Analysis
Chapter VII	—	Action Plan for UPE among Rural girls in India

It is hoped that the study would provide the starting point for a comprehensive exercise of planning for UPE of rural girls employing a wholistic multisectoral strategy where primary and upper primary education could become the focal point for convergence of education, health, child services.

I would like to heartily thank Dr. K. Gopalan, Director, NCERT, Dr. A.K. Sharma, Joint Director, NCERT and the members of the advisory panel for their valuable advice in the conduct of the study. I would like to thank my colleagues Dr. K.C. Nautiyal, Dr. Kiran Devendra, Dr. Sandhya Paranjpe in the Department of Women's Studies for their help in the study. Special mention needs to be made for S.C. Sharma, Nawaljeet, I.J. Chauhan, Om Prakash and Madhu for typing the manuscript and R.P. Sharma, K.N. Bhatt and Chander Bhan for providing the administrative support. The work is embellished by the cartographic work of P.N. Tyagi. Thanks are also expressed to Jayashree Jalali, a colleague at NIEPA who brought to my notice several field studies on primary education of rural girls done by district education officers. The faults are all mine.

Usha Nayar

New Delhi
June 25, 1990

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CHAPTER I

Introduction to the Study

In India, the State is expected to make available free and compulsory education to all children till they attain the age of fourteen. This constitutional directive has been interpreted as primary education of five years duration for children between the age of 6–11 years and three years of upper primary education for children aged 11–14 years by the planners. Correspondingly, eight years of education to all children in the age group 6–14 years as a programme of universal elementary education (UEE) has been planned and is being implemented. The commitment to UEE has been reiterated in each of the seven five year plans and is listed as a top priority in the approach paper to the Eighth Five Year Plan. The Education Commission (1964-66), the National Policy on Education 1968, the National Policy on the Child 1974, Report of the Committee on the Status of Women, 1974 and more recently the National Policy on Education, 1986 and the National Perspective Plan on Women 1988-2000, have all without fail underscored the need to implement the programme of UEE at the earliest. Also, the importance of pre-school education and early childhood care as a necessary adjunct of primary education has been stressed since late 1960's. The National Policy on Child, 1974 categorically specified the need for including pre-school education under the free and compulsory educational provision.

Universalisation of elementary education was to be attained by 1960. This target appears distant even in 1991 and is likely not to be achieved even by the year 2001 at the present rate of progress. It was realized towards the end of the 1970s that the problem of UEE was one of enrolling and retaining girls at the elementary stage and was largely confined to nine states, viz., Andhra Pradesh, Assam, Bihar, Orissa, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal. These nine states, accounted for 75% of the non-enrolled children, of whom the bulk were girls. These nine states were categorized as educationally backward states and were singled out for special attention during the Sixth and the Seventh Plan and received a large amount of assistance from the Central Government for promoting elementary education through existing and alternative channels. Arunachal Pradesh, on attaining statehood has also been added to the list of educationally backward states.

Looking at the massive number of out of school children in the age group 6–14 years, it was considered practical (NPE 1986 : POA) to aim for five years of effective schooling or its equivalent for all children in this age group by 1990 and eight years of formal education or its equivalent by 1995. In 1991, we are far away even from five years of effective schooling.

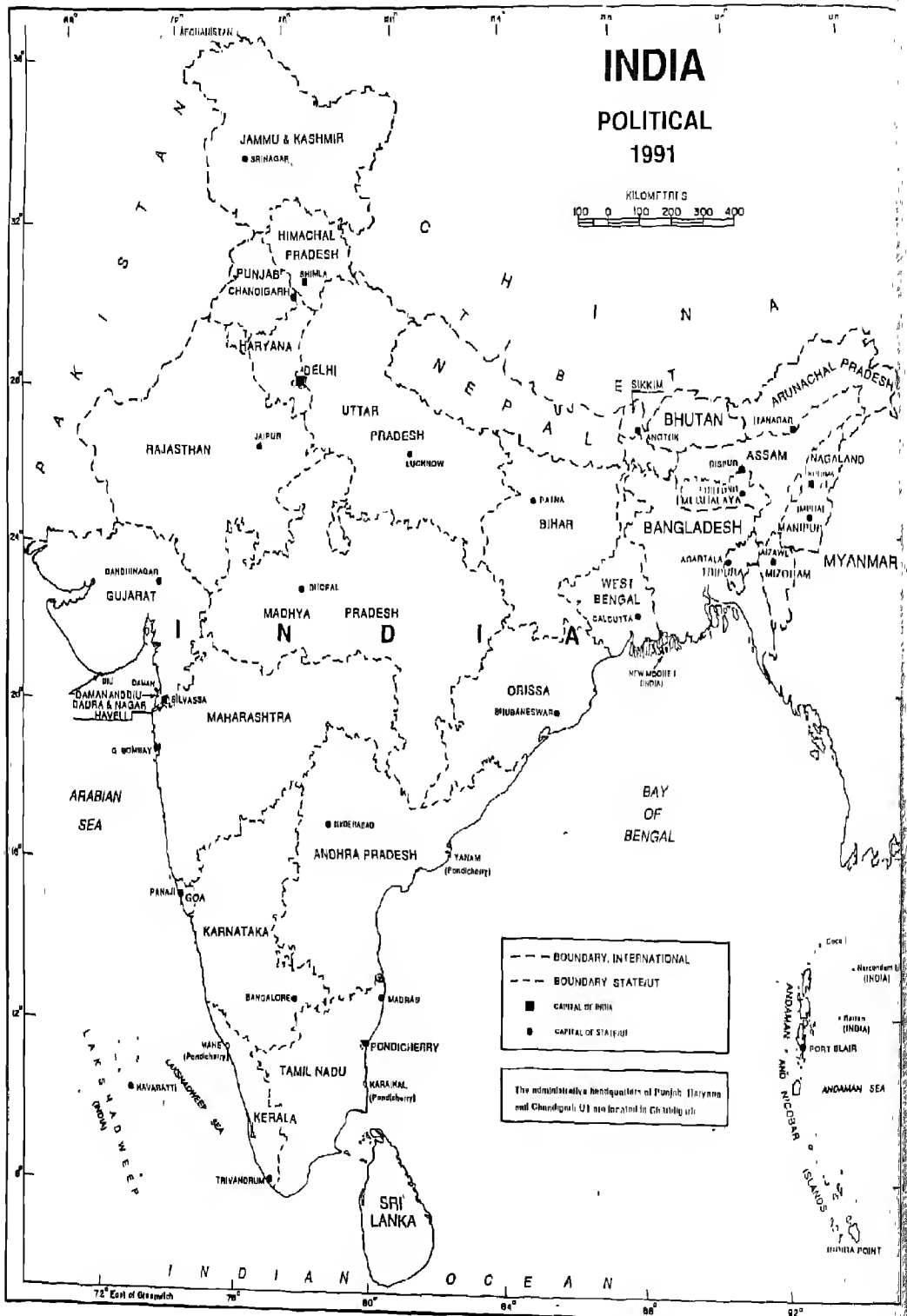
Magnitude of the Problem

There has been a spurt in enrolment during the last four decades which is not matched with high retention rates. Further, *all boys, rural and urban, and nine out of ten urban girls appear to be on the rolls as far as primary education is concerned, but rural girls are way behind both at the primary and the upper primary stage.*

In 1986-87, the gross enrolment ratio (GER)* in Classes I–V years was 106% for rural boys, and 74% for rural girls compared to 88% for urban girls and 100% for urban boys. In Classes VI–VIII, the GER was 27% for rural girls compared to 53% for rural boys, 64% for urban girls and 84% for urban boys. *The age specific enrolment ratio* of rural girls in the age group 6–11 years

* Including about 25% over age and under age children.

1991



F. 1. 1

was only 61% compared to 87% for rural boys, 76% for urban girls and 83% for urban boys. In the age group 11-14 years, this ratio was only 31% for rural girls, 58% for rural boys compared to 50% for urban girls and 82% for urban boys.

Although the enrolments have shot up, the phenomena of drop out and non attendance continue to be very high. Less than 50% of those who join Class I are able to reach Class V. The drop out rate for girls is higher than that for boys and is significantly higher for rural girls. Another rough reckoner for measuring the educational progress of children in the last decade or so is to see contemporaneously, the number of children in Classes V, VIII, X and XII as percentage of those enrolled in Class I. It may be noted that as against 100 female children in Class I in rural areas there are only 40, 18, 9 and 1 in Classes V, VIII, X and XII respectively, the comparative figures for urban girls are 83, 64, 52 and 14 in classes XI and XII.

In absolute terms there are approximately 300 million children below 15 years of age of which 99 million are in the age group 6 to 11 years and 54 million in the 11 to 14 age group. As per the projections made by the Expert Committee, the number of children under the age of 15 years will continue to increase particularly in the age groups of 6 to 11 and 11 to 14 years. By the year 2001, the number of children needing primary education facilities will be to the tune of 163 million, 102.4 million in the 6 to 11 age group and 60.7 million in the 11 to 14 age group. This would imply that educational provision has to be made for more than 50 million children by the year 2001, of whom nearly 30 million would be rural girls (Nayar, 1989e).

TABLE 11
Child Population in India (In millions)

Year	Age Group in years					
	0-15	1	1-3	3-6	6-11	11-14
1971	230	19.0	35.06	50.3	75.6	40.0
1981	272	19.6	39.0	57.5	90.6	49.8
1986	288	23.4	42.8	58.0	91.6	55.1
1991	298	20.8	42.4	68.3	98.8	54.2
1996	308	21.9	42.5	61.9	101.7	60.4
2001	307	20.6	41.2	61.8	102.4	60.7

Source Registrar General, 'Report of the Expert Committee Population Projections', India, 1985.

Rural Poverty and Gender

Rural girls and women are in fact shut-outs of educational systems that were never designed for them originally, and subsequently, did little to accommodate the needs and perceptions of rural people, more so of rural females. There was never any question of allowing them opportunity to participate in decisions that concerned their lives despite new theories of participatory management. Education in the post-independence period continued to be geared to the urban, elite middle class stereotype of a full time mother and housewife. Urban middle class women have gained individually and as a social group. Despite conventional social attitudes some have managed to

break into top levels of professional and administrative hierarchies which continue to be predominantly male. Bulk of the educated women are concentrated in low paid, low prestige occupations that are considered natural extensions of their nurturing, assisting family roles (Nayar 1988c).

However, in the specific context of India what deserves our unqualified attention is the mass of adult female illiterates and millions of school age girls who are either the drop-outs have never entered the system. The swelling ranks of female illiterates especially in the age group 15–40 years are a testimony to the large scale failure of education in free India to enrol and retain girls in schools. Hungry, unlettered and unskilled, rural women and girls continue to struggle for sheer physical survival of their children and keeping their bodies together, many times entirely on their own.

Rural girls/women are in a double bind—of being born female in a patriarchal society and to be living in the underserved rural environment. The Indian rural females who belong to the historically deprived populations—the Scheduled Castes and Scheduled Tribes* suffer from the triple jeopardy of *caste, class and sex*. A major lacuna in education and development strategies is the total exclusion of the MARGINAL WOMEN, who belong to the poverty stricken groups of landless agricultural labourers, workers in unorganised informal sectors of the economy, unpaid family workers engaged in below subsistence farming, migrant labour, construction workers and urban slum dwellers. This silent faceless mass of girls and women have neither education nor training. In fact, they represent the outright failure of the development planners in recognising the value of their contribution to the processes of production and reproduction.

In 1981, rural female literacy rate was 17.96% compared to 40.79% for rural males, 47.82% for urban females and 65.83% for urban males. The rural Scheduled Caste female literacy rate in 1981 was only 8.45% and among Scheduled Tribes females, it was only 6.81%.

On an average, each person in India had about two years of education in 1981. Rural females had less than one year (0.78) of per capita education compared to 2.08 years for rural males, 2.95 years for urban females and 4.64 years for urban males. As table 1.2 shows females have half the level of male educational attainment. The male-female gap in urban areas is smaller. Urban female is better off than rural male. The situation of the rural female is the worst. It may be pertinent to note that Japan had 10 years of schooling per capita in 1950 (Oshima, 1989).

* These groups of populations are historically disadvantaged, the former ostracized and repressed by the upper castes in India and the latter left out of mainstream due to physical isolation in jungles or inaccessible areas. The Constitution of India provides special protective discrimination measures for these groups in terms of reservations in educational institutions, jobs, legislatures besides large scale developmental subsidies and special programmes for their development. These measures, however, have been cornered by the relatively well off among them and women of these groups have not benefitted much so far.

TABLE 12

Index of Educational Development of Population 1981

<i>Population Group</i>	<i>Average years of schooling</i>
All Population	2.01
Male	2.70
Female	1.28
Urban	3.85
Urban Male	4.04
Rural	1.44
Rural Male	2.08
Rural Female	0.78

Source Aggarwal (1988:62)

The underdevelopment of rural areas is the major explanatory variable of under development of education of rural females and would need an understanding of the total gamut of social and political dynamics to conceive of any meaningful strategies of intervention. Rural areas are underserved in terms of infrastructure like roads, communication, drinking water, health and sanitation, housing, electricity, medical care, inputs of science and technology and schooling. And despite four decades of development planning of which educational planning formed a part, female rural illiteracy and productivity are far lower even though the work force participation of rural men and women is higher than that of their urban counterparts. This continued rural poverty pushes many to urban areas in search of livelihood, making kins out of rural and urban poor.

Further, half the rural population lives below the poverty line and poverty affects rural girls and women more severely. It may be pertinent to note that four major states, viz., Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan account for 40% of our population and for bulk of our adult female illiterates and out of school girls and for majority of our rural poor live there. There is high incidence of gender discrimination in this belt with the girls getting the residue of a family's resources of food, health care and education. Girls are the invisible drudges in the household often substituting the work of adult women.

The burden of poverty is shifted by mothers to daughters, who assist their mothers in meeting the basic household needs of food, water, fodder, fuel and child care. Girls in rural India work at home to keep their mothers at work and their brothers at school and the cycle of low female schooling—lack of female teachers—low female literacy and the attendant consequences of poverty, ill health and low productivity remains unbroken. *It is patriarchy and low status which keeps women down and the girls out of school. Poverty would be a constant if gender discrimination was not at work.*

The Present Study

In India as in all developing countries there is an increasing concern for enhancing the educational and productive capacities of women for integrating them into the mainstream of development. Education of girls, thus has acquired tremendous importance and has become a subject of both national and international concern. It is seen that within the Third World countries, the rural areas are disadvantaged and rural girls and women form the most deprived groups in terms of access to, and control over societal resources. Girls' education is seen as the key to their own development as well as a major means to raising the quality of life of people. ROEAP, Bangkok has taken a timely initiative in commissioning an analytical study for promoting primary education of girls in rural areas.

Objectives

The objectives of the study are as follows:

- (i) to undertake an analytical study of the current situation of primary education for girls in rural areas, identifying issues, problems and viable measures for improving primary education of girls in rural areas;
- (ii) to develop a policy framework and action plan for promoting primary education of girls in rural areas.

Methodology

The study is based on analysis of data obtained mainly from secondary sources. Also interaction with a large number of educational practitioners policy makers and eminent educationists has enriched the study further

A very special feature of the methodology is the constitution of a high level panel of experts which has helped in developing the design of the study. The experts were also available for consultation individually on different aspects of the study This has definitely enriched the study in many of its dimensions

The Perspective

The study draws its perspective from the newly emerging discipline of women's studies, which is holistic, multi-disciplinary and integrative. As is true of policy researches, this study adopts the following frame of reference

- (i) informative—collection of better and more information on rural girls;
- (ii) analytical—analysis of the situation of the rural girl child in the total socio-economic context—education, health, nutrition and employment etc., the inter-connectivity of these areas and their relationship with the development of the rural girl child,
- (iii) reformative (meliorative) proposing intervention strategies at macro and micro level;
 - (a) education vis-a-vis development
 - (b) elementary education vis-a-vis other sectors of education
 - (c) the gender dimension, with rural focus
 - (d) a holistic multi-sectoral approach

In the last four decades some major trends in development policies which need to be noticed are:

- *In educational planning*, from macro aggregative, centralized planning to decentralized, disaggregated and participative planning at the grass-roots, integrating multiple levels of planning and seeking horizontal linkages;
- *In the area of women's status* from 'welfare' to 'development' approach during Sixth and Seventh Five Year Plan and finally to seeing the girl child as an important unit for making suitable interventions in the status of women. This is different from the gender neutral approach of the National Policy on the Child (1974),
- *In the area of rural development* as distinct from mere improvement of agriculture, and, including rural women for special attention in employment and training for income generation under the IRDP as also under various poverty alleviation programmes;
- *In the area of integrated planning* a bid to move from sectoral to multi-sectoral approaches, area planning and convergence of all development services for optimum utilisation of resources.

The Administrative Set-up for Elementary Education

It is pertinent to look very briefly at the administrative structure of the education in the country especially in the area of primary education.

India is a union of 25 states and 7 centrally administered union territories. Education was originally a state subject but was brought under the concurrent list through a constitutional amendment in 1977. Although the national policies are made through the collective efforts of the Centre and the States, the implementation of these policies remains within the purview of the state governments.

Educational administration is the shared responsibility of the Centre and State governments where school education is primarily the responsibility of the states. For the purpose of execution, the programmes are broadly classified as (i) state programmes entirely executed by the state, (ii) central schemes entirely financed and implemented by the centre and (iii) centrally sponsored programmes drawn up at the instance and suggestion of the Centre but implemented by the state.

Educational Administration at the Centre

At the Centre, there is a Department of Education in the Ministry of Human Resource Development which is primarily concerned with the overall administration of education, planning and implementation of programmes, determination of standards of higher education, scientific, and technical education and promotion of research. In the formulation of policies and priority programmes, the Union Ministry is guided by the Central Advisory Board of Education whose membership include, inter-alia, the Ministers of Education in the states, heads of various boards and bodies like the National Council of Educational Research and Training, the University Grants Commission, the National Council for Teacher Education, the National Council for Women's Education, the National Book Trust, the National Board of Adult Education, the All India Council for Technical Education and the All India Council for Sports etc. From time to time various committees, task forces, working groups and sub-committees are constituted to formulate programmes and schemes in accordance with the policy.

With a view to making optimum use of resources and ensuring integration of education with national, economic and social developmental goals, a three-tier mechanism of educational planning has been evolved. For every plan, the Planning Commission develops an over all plan frame in consultation with states which is approved by the National Development Council. At the state level, educational plans and programmes are formulated by Ministry/Department of Education in the light of local conditions, needs and the overall plan frame. These are examined by the Planning Division in the Union Department of Education and Education Division of the Planning Commission. The programmes are finalised by the Planning Commission in consultation with the representatives of the Union and State Departments of Education. Medical and agriculture education is looked after by the Departments of Health and Agriculture respectively. These exercises are done annually as well as prior to formulation of every new plan.

Educational Administration at the State

Every State/Union Territory has Education Department which performs regulatory, operational and directive functions through its secretariat, directorate and inspectorate. The Secretariat is mainly a policy making and appellate body; the Directorate is an executive body; and the inspectorate is vested with field supervisory functions. By and large, the following functional relationship exists between various levels of administration and educational institutions as given below:

EDUCATIONAL STRUCTURE IN INDIA

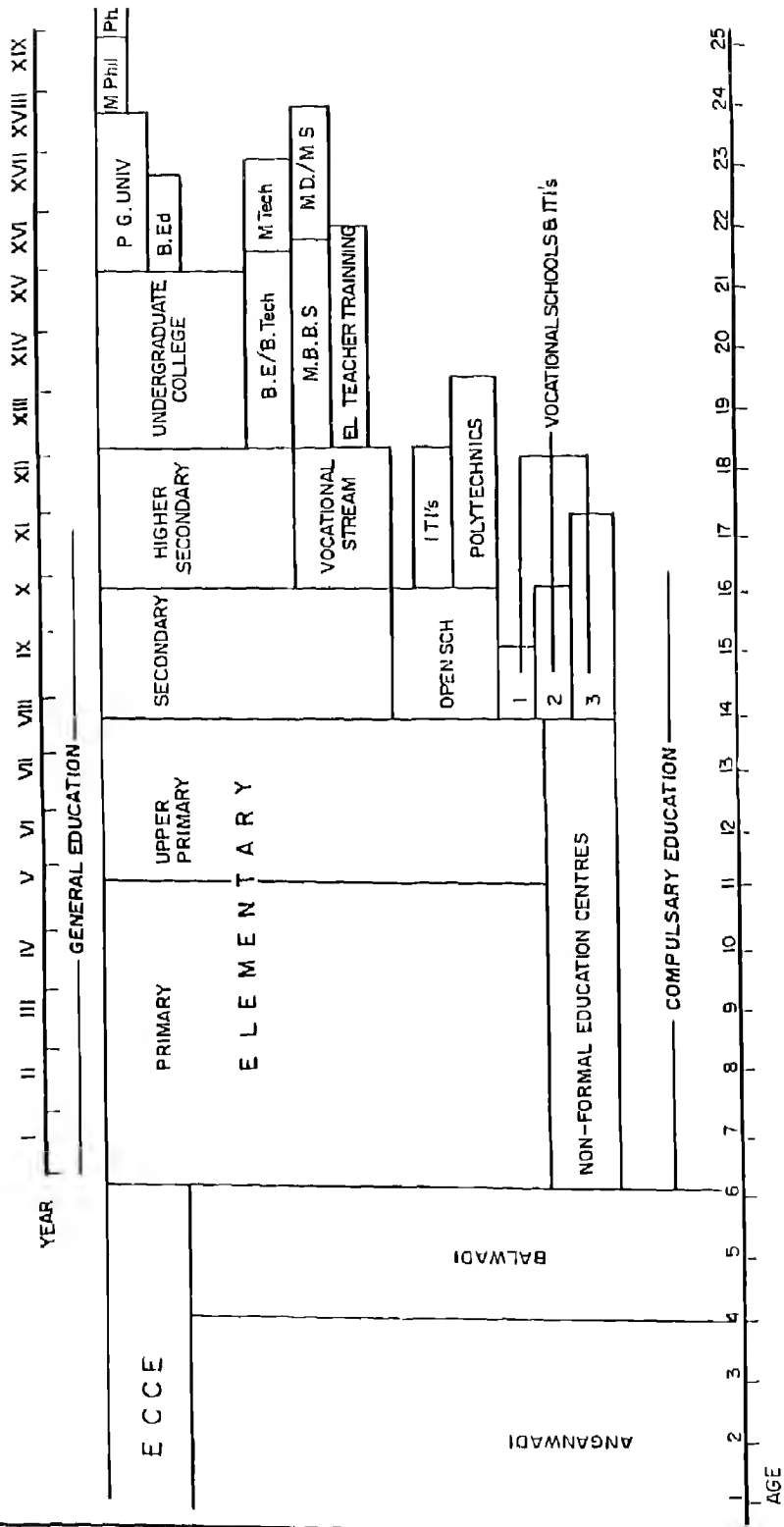


Fig. 2

<i>Level of Institutions</i>	<i>Lowest level of administration</i>
Primary Schools (I-IV/V)	Block/Taluk/Tehsil
Middle Schools (VI-VII/VIII)	Circle/Zone/Mandal
Secondary Schools (IX-X)	District
Higher Secondary Schools (XI-XII)	Division, Region, State
College, Technical Education	State

In respect of elementary education, local self government agencies such as corporations, municipalities, town area committees, panchayats in rural areas, non-government trusts and societies have their own structures for management of education. Universities are autonomous and are regulated by the respective University Acts. For formulation of local specific plans and programmes NPE (1986) recommends setting up of State Advisory Boards of Education (SABE) on the pattern of Central Advisory Board of Education (CABE).

Educational Administration at District or Local Level

In most of the States, the District Education Officer (DEO) is the over all incharge of elementary and secondary education. At the block level there is a Block Education Officer (BEO) in-charge of elementary and non-formal education. In some States, local bodies like Zila Parishads, Panchayat Samities, Mandal Parishads, Municipal Corporations also look after the school education. A number of States are yet to legislate model education acts. The day-to-day educational administration is governed by the Education Codes of the respective states.

New Thrusts

The NPE (1986) advocates a decentralised system of educational management with a democratically formed District Board of Education headed by a Chief Education Officer. In each district there will be a District Institute of Education and Training (DIET) to organise pre-service and in-service courses for elementary school teachers and personnel of non-formal and adult education. At village level there will be a Village Education Committee to plan and supervise day-to-day working of the schools in their jurisdiction. In each Block, school complexes will be set up to share resources and exchange innovative practices on a regular basis. The Block Education Officers and Mandal Education Officers shall serve as a link between the Village Education Committees and District Educational Authorities.

In the sphere of adult education, the National Literacy Mission Authority has been constituted with an Executive Committee and the Mission Task Force headed by a Director General. Similar authorities, committees and task forces are to be set-up at State level. A net work of State Resource Centre has been created to provide necessary support services to adult education centres likewise, District Resource Units are being set up in or merged with the District Institute of Education and Training for providing professional and technical support to the programmes of non formal education of adults and children.

CHAPTER II

The Policy Framework

India has adopted some unique measures to promote equality and development of women and children. The country has one of the most forward looking Constitution and has a number of legislations to protect the interests of women and children and to encourage their participation in national development. Some of the major provisions of the Constitution of India, educational policies and programmes and perspectives on women's education and development are briefly reviewed. The policy gains of Indian women and girls are many. However, the implementation of policies is not always supported with commensurate financial allocations and appropriate institutional structures.

In the following pages we look at the following :-

1. Constitutional Legal Provisions
2. An Historical Overview of Girls' Education
3. Education and Development of Women and Children in Post-Independence India 1950-1990

The Constitutional and Legal Provisions

The Constitution of India envisions a society free from want, hunger and ignorance, where all citizens shall individually and collectively build a scientific technological order based on justice, liberty, equality and fraternity. The Constitution is the source of all social and economic policies and through guarantee of fundamental rights, and freedoms and directives, guides State and people's actions.

The Constitution of India not only grants equality to women in all spheres but also empowers the State to adopt protective discrimination measures for neutralizing the cumulative social, economic, educational and political disadvantage of women and for making special provisions for the care and protection of children against exploitation and for promoting their growth and development.

The Fundamental Rights among others ensure equality before the law and equal protection of law (Article 14), prohibit discrimination against any citizen on grounds of religion, race, caste, sex or place of birth (Article 15), guarantee equality of opportunity to all citizens in matters relating to employment or appointment to any office of the State (Article 16) and forbids discrimination on the basis of religion, caste, sex etc. in matters of employment or appointment to any office under the State. However, Article 15(3) empowers the State to make a special provision for women and children even in violation of the fundamental obligation of non-discrimination on the basis of sex. This provision has enabled the State to draw up special policies and programmes to benefit women and children; set up special committees and commission to study the problems of women; enact many labour laws and social legislations benefiting women, and even reserving seats and quotas for women in educational institutions, local bodies, training and employment schemes, and in government jobs.

Article 24 prohibits employment of children below the age of fourteen years in any factory or mine or in any other hazardous employment. Article 39 directs the State that the tender age of children is not abused and that children are not forced for economic necessity to enter vocations unsuited to their age and strength, children are given opportunities and facilities to develop in healthy manner in conditions of freedom and dignity and that childhood and youth are protected against local and national abandonment.

Besides, the Directive Principles of State Policy also enjoins on the State to provide adequate means of livelihood to both men and women (Article 39 D); ensure health and strength and provision is made for men and women workers (39E); for just and humane conditions of work and maternity relief (Article 42) and for adequate levels of nutrition (article 47)

Article 45 lays down that the State shall endeavour to provide free and compulsory education for children upto the age of fourteen within a period of ten years of the adoption of the Constitution i.e. by 1960. The State has to make effective provisions for securing the right to work, right to education (Article 41) and to promote with special care the educational and economic interests of the weaker sections of people (Article 46).

Socio-economic planning is a central subject, and education which was a State subject has been brought into the Concurrent List. India is a federal polity with a unitary bias. Twenty five states and seven centrally governed union territories constitute the Republic of India. Keeping in view the sharp social, economic and regional disparities, socio economic development was kept with the Centre in order to, (a) balance the interests of heterogeneous populations and (b) for reconciling the competing demands of the federal units and the overall national interests of external security, economic growth and equitable distribution. The areas of work of the Centre and the States are clearly marked in the Central List, the State List and the Concurrent List. Several new laws have been passed and many existing ones were amended during the last four decades to improve the status of women and children. Some of the salient provisions of these laws are briefly described in the following sections:

Labour Laws

The Children (Pledging of Labour) Act 1933

The Act aims at eradicating the evils arising from the pledging of labour of young children by their parents to employers in lieu of loans and advances.

The Employment of Children Act 1938

The Act prohibits employment of children below the age of 15 in any occupation connected with the transport of passengers, goods, or mails by railways or connected with a port authority within the limits of any port. The Act forbids employment of children below the age of 14 in workshops connected with beedi making, carpet weaving, cement and weaving, manufacture of matches, explosives and fire works; mica-cutting and splitting; shell manufacture, soap manufacture, tressing wool cleaning. *These provision however, do not apply to workshops where the work is done by the occupier with the aid of his family, or to any school establishment.* State Governments are empowered to extend the scope of the Act to cover any other employment also.

The Minimum Wage Act, 1948

The Act provides for the State Governments for the fixation of: (a) a minimum time-rate of wages, (b) a minimum piece-rate of wages, (c) a guaranteed time-rate of wages for different occupations and (d) localities or classes of work for adults, adolescents, children and apprentices.

The Factories Act (1948) amended in 1949, 1950 and 1954

The Act prohibits children below the age of 14 working in any factory and together with Mines Act (1952) and Plantation Labour Act (1951)

- prohibits employment of women between 7 pm. and 6 am.
- regulate working hours and contain provisions for their safety
- fix the maximum load to be lifted by women
- open creches etc

The Beedi and Cigar Workers (Conditions of Employment Act, 1966)

The Act prohibits employment of children below the age of fourteen years.

The Maternity Benefit Act 1961 and Amended in 1976

- to provide the payment of maternity benefits at the rate of average daily wage for the period of women actual absence (normally six weeks before and six weeks after the delivery and not exceeding 90 days)
- applicable to every establishment and also the women covered by the Employee State Insurance Act (1948)

The Factories (Amendment Act 1976)

- Provides for the establishment of creches where 30 women are employed including casual and contract labour

The Equal Remuneration Act 1976

- provides for equal remuneration to men and women
- attempts to prevent discrimination on grounds of sex against women in matters of employment and other connected matters.

The Contract Labour (Regulation and Abolition) Act 1978

- regulates the working conditions of contract labour (including women), payment of wages and provision of welfare facilities and creches for women engaged in construction work

Other Social Laws

The *Special Marriage Act of 1954* has legalised inter-caste, inter-religion and inter-regional marriages. It has provision for registration of marriages and also for divorce by mutual consent.

The *Hindu Code Bill of 1955-56* has not only legalised monogamy, it has made mother the natural guardian of the child, given women the right to share property, right to maintenance, and right to adopt a child if she so wishes. Till that time, marriage was sacrosanct for a Hindu woman, now for the first time, divorce could be applied for by a woman who has an unhappy married life.

The *Suppression of Immoral Traffic Among Women Act 1950* has since been amended twice.

The *Anti-dowry Act of 1961* was a very progressive law, it proved to be ineffective and was therefore amended twice in 1984 and 1986.

The *Medical Termination of Pregnancy* was made legal in 1971. The *Child Marriage Restraint Act of 1929* was amended in 1976 which raised the age of marriage for girls to 18.

Meanwhile in 1983, the *Indian Penal Code* was amended. The punishment for rape became stringent. The onus of proof of innocence was shifted from woman to man.

In order to dispose off the cases faster and to encourage more women to come to Court of Law for redressal of their grievances, the Parliament passed a law to start the Family Courts in the country.

Meanwhile, to arrest the problems arising out of indecent representation of women, the Government passed a law against it in 1986.

The *Sati Prevention Act 1987* (though Sati had been abolished in 1829) was passed after the Roop Kanwar case at Deorala. The glorification of the rite had caused a great deal of anxiety to the Government and to the woman activists.

Nonetheless, two proposed legislation are still with the parliament law against amniocentesis and the Married Women's Property Act.

An Historical Overview of Girls Education

Ancient India

Ancient India has an early and rich tradition of education. Among the Vedic Aryans, education was prescribed for all children first under the family elders and later in the house of the *Guru*. Education lasted upto the age of 16 and sometimes till the age 24. *A period of 8 years of education was universal among the Aryans*

In *Rigvedic* times, complete educational facilities appear to have been available to women and they attained high educational levels and distinguished themselves. As recorded in *Sarvamukramika*, there were 20 women 'seers' or authors of *Rigveda*. There were women sages who had gone through the discipline of *Brahmacharya*. There were two classes of women students, *Brahmavadinis* who were life long students of theology and *Sadyodvahas*, who studied upto the age of 16 or 18 year and learnt vedic hymns by heart. Specialists in theological works were considered 'Kasakritsni' (Altekar, 1956, 10-11, Mukerjee, 1958). As a noted sociologist observes, if women scholars in such a technical branch of learning were so numerous as to necessitate coining of a special term to designate them, it would not be unreasonable to conclude that women who received general education must have been large (Boulding 1976, Nayar 1988c).

Education was mainly centred in the family and girls studied alongwith family males. Women were initiated into the 3 Rs when writing came into vogue. Women participated in democratic assemblies. The marriage hymn expressed the hope that the bride would be able to speak with composure and success in public assemblies during old age (Altekar, 1956; 190). This importance of women's education and confidence about their ability is evidenced in early *Upanishads*, recommending a certain ritual to the householders for ensuring the birth of a scholarly daughter.¹

There was a distinct decline in the overall position of women during the *Brahmanical* period of influence and all pervasive *Brahmanic* codes took a constrictive view of the position and rights of women, and prescribed various forms of restriction for women, generally limiting their role to *Grihasti* (the domestic realm) inservice roles as nurturers and bearers of progeny. Women were forbidden to join public assemblies women from an era of full participation in public life of villages.²

The position taken was that women are inferior to man, a stance that continues. Child marriages were prescribed and all forms of women's education were eliminated.³ Kshatriyas are known to have resisted this trend, as close to one millennium BC, there were still many highly educated women and all royal women received military and administrative training.

Buddhism rose as an anti-thesis to the oppressive Brahmanical social order but made small impact as the religion virtually disappeared from the land of its birth. The Brahmanical codes assigning women an inferior position to men, have stayed the dominant force regulating the lives

¹ Brhadaranya Upanishad (IV 4.18), quoted by Altekar, 1956 p. 3

² The position taking by Barbara Ward (1963) is that there was a gradual decline in women's status from Vedic times until the end of 1st millennium B.C.

³ Altekar (1956 90) describes the period between 500 AD to 1800 as one of progressive deterioration in the status of women

of women of upper caste Hindu women as shadows to their men, and not unoften, have affected the lives of women in parallel groups of other religious persuasions.¹

Education of Women under the British

The origin of modern education of women in India as we know it today can be traced to the efforts of Christian missionaries and several nationalists. But for small beginnings made by them, education of women suffered from State neglect during the 19th Century. Infact, the development of women's education in British India can be largely attributed to persistent private effort.

At the beginning of the 19th century, facilities for women in the indigenous systems of learning (in *Tols*, *Pathshalas*, *Maktabs* and *Madrassas*) were virtually non-existent. If at all, girls received some education from elders in the family. The social status of women was low and women of the middle and upper classes led a life of seclusion under the dominance of the family males. Interaction with non family males was taboo. Among certain Hindu communities, there existed a superstition that a girl if taught to read and write would soon after marriage become a widow²

Modern education began for men with the passing of the East India Company Act of 1813 but the conservative officials of the Company refused to take any direct action in the case of women's education on account of the strict policy of social and religious neutrality and norms of strict privacy and segregation of women (Whitehead, 1978). The company officials even refused financial assistance to special private schools for girls. The void created by absence of State effort was filled by private efforts of the Christian Missionaries and by a band of Indian social reformers and several denominational bodies belonging to reformed Hindu Church, who saw missionary initiatives as a threat.³ As Mazumdar (1976) observes the missionaries' challenge produced both a positive and negative reaction in that it led to the religious and social awakening of which the school of "Hindu Protestantism" is one instance and, large scale social reform movements are the others. It may also be noted that the social reform movement of the 19th century was male led with a galaxy of learned men taking the lead in establishing girls' schools, notable among them were Raja Ram Mohan Roy, Jyotiba Phuley, M.G. Ranade, Ishwarchand Vidya Sagar, Dayanand Saraswati, Gopal Hari Deshmukh, N.G. Chandravarkar, K. Virasalingam Pantulu.

Tradition was differently employed and interpreted by the social reformers. The progressive and the revivalists, among them, Ram Mohan Roy, Ranade, Dayanand Saraswati and their followers marked back to the high social and educational status of women in ancient time. Vidya Sagar, Phuley, and Lokhitwadi Deshmukh made a frontal attack on the Hindu social structure and saw caste as major enemy of the position of women and questioned some of the fundamental values of the Hindu society which Ranade and other wanted to purify and preserve (Mazumdar, 1976: 46-48). The interest in the question of the position of women and reinterpretation of tradition sprang from the need to counteract the degradation of Indian womanhood as painted by the Victorian English authors and travellers. *The revivalistic interpretation of the old literary sources had the important function of supporting the social reforms and laws on women against the criticism of Hindu orthodoxy and helped in legitimizing the same by drawing on tradition* (Singh 1985: 46; Mies 1980). The social reform movement besides waging a war against social evils like *Sati*, child marriage, ban on widow re-marriage, dowry and the like gave an impetus to women's education. A large number of secular and non-Christian Denominational institutions for

¹ Mies (1980 : 31) argues that in India even though the Muslims, Christians and other religious minorities have developed their own sub-cultures, but with regard to the position of women, these groups have taken over many of the values of the dominant Hindu Social Order

² Report of the National Committee on Women's Education, 1959:14

³ Conversions of few Hindu girls to Christianity caused a furore and many parents withdrew their daughters from mission schools.

girls came up due to individual and group effort. The Arya Samaj, Dev Samaj, Theosophical Society of India, Rama Krishna Mission, Sanatan Dharam Sabha, Khalsa Dewan and several such organisations founded female education institutions and created an atmosphere favourable to education of girls and thus the major hurdle of the fear of conversion receded.

In the nineteenth century, education was seen as a necessary condition for raising the status of women and improving the quality of family life as also for strengthening the bonds of tradition, and family as the chief unit of social organisation. Girls, it was felt must be educated to make good wives compatible with urban middle class educated Indian male and good mothers. It was observed that "denial of education and early marriage prevented the development of the personality and the rationality of women. Stunted and crippled personality affected the harmony of the family" (*Towards Equality* 1974 234). The absence of any economic or broader aim other than the requirements of the family is seen as major cause for slow development of women's education. Although the role of social reformers is not to be underplayed, the growth and expansion of women's education appears to have been an auxiliary development of education of men in response to the rise of colonial bureaucracies (Nayar, 1988c). Women's participation in freedom struggle and the movements for right to self determination, demand for adult franchise and later grant of provincial autonomy, played a significant role in advancement of women's education.

The earliest state efforts in the area of girls education dates back to 1854 with the Woods dispatch. However, no substantial progress was noticed till 1882. On account of the policy of social and religious neutrality of the rulers, and social impediments such as purdah, child marriage, parental indifference to daughter's education, distrust of the western system and fear of conversion, lack of women teachers and girls schools and the absence of suitable curriculum for girls, women's education made very little progress.

The Indian Education Commission 1882 deplored the extremely backward condition of girls education which they felt needed to be fostered in every legitimate way recommended that public funds of all kinds, and local, municipal and provincial *should be chargeable in an equitable proportion for the support of girls' school as well as boys school*. The Commission further recommended giving of liberal grants to private girls schools, awards/grants to women wanting to train as teachers, starting of TTI's for women and a separate inspectorate for girls education. The Commission also considered it necessary to extend primary education to backward classes specially amongst the aboriginal tribes and low castes through fee exemption.

The Government of India Education Resolution Policy 1904 while expressing dissatisfaction with the progress of girls education also suggested that the government should spend more funds on girls education. A memorandum on women's education presented to Her Majesty's Secretary of State of India on October 18th, 1915, expressed anxiety over the male female disparity in education and its effect on the social well being of the Indians.

The Resolution of the Government of India October 1, 1919 reiterated the need for more financial fostering of girls education compared to boys by making education free in addition to giving scholarships and studentships to girls. *The First All India Women's Education Conference held in 1928* demanded the same type of education for women as men received.

The Hartog Committee 1929 pointed out the great male female disparity in school enrolments and that primary education of girls in rural areas was quite insufficient and limited in scope, provision of secondary education for girls was also quite inadequate and that there was a dearth of lady teachers. This committee was all for appointing a large number of women teachers and inspectoresses and went to the extent of recommending a *gradual introduction of compulsion for girls education*.

The Post War Education Development Committee 1944 presented a 40 year plan for universalisation of primary education and observed that it was no longer necessary to treat education of women as a special problem requiring special measure for its advancement. As 'whatever is needed for boys and men not less will be required for girls education'.

As noted above till 1854, education of girls expanded only on account of non-official effort. According to 1881 Census returns *only one adult women in 434* could read and write, whereas one out of 16 adult males could do so. Only 616 out of 2697 girls institutions were conducted by the Department of Education in 1882. At the turn of the century 3982 girls schools out of a total 5305 at the primary stages 356 of 422 secondary school 32 of 45 teacher training schools, and 1 out of 12 colleges for women were conducted by private effort (Nayar, 1988c).

During 1901-21, education of women developed at faster pace due to great public awakening created by the freedom struggle. The extent of direct effort by the State increased but bulk of girls institutions were private. There were 23778, institutions enrolling 1,224,128 girls in 1921. The number of trained primary teachers increased from 2751 to 4391 during 1917-21. *Girls were seen coming forward to become teachers despite social odds and opposition.* In 1921, the Various state educational reports indicated that the Indian public opinion was slowly changing from positive dislike and distrust, through apathy, to cordial cooperation. In Bengal, *a system of peripatetic teachers to educate girls was introduced as all schools were manned by men teachers*. In Punjab, several denominational schools were opened for girls.

During 1921-47, the number of girls receiving education increased from 1.22 million to 4.28 million and number of girls per 100 boys in schools was 30. It may be pointed out that in 1921-22, 35% of the total number of girls were in co-education institutions, and by 1946-47, more than half the girls in primary and 50% of those in higher education were studying in co-educational institutions. At the secondary level, the number of girls in all girls institutions was substantially larger. In 1946-47, 28195 of the 210165 educational institutions were separate girls institutions and there were a total 3.48 million girls on rolls. Female literacy was 6% in 1946-47 as compared to 0.7% in 1881-82.

Education and Women's Development in Post-Independence Period

India gained freedom on 15th of August 1947 and became a republic on 26th January, 1950. A review of women's education and development during the last four decades is presented below with a focus on primary education of girls. The Five Year Plan Periods are used as frames of reference to chart the progress of girls education in the light of policy recommendations of various commissions and committees set up by the Government of India.

The First Five Year Plan Period (1951-1955)

The neglect of women's education was noted with concern as girls constituted only 28% and 18% of the total number of children enrolled in primary and middle stage in 1949-50. The Constitution adopted in 1950, directed the State to provide free and compulsory education to all children upto the age of fourteen by 1960. Girls' enrolment ratio was only 24.6% at the primary level and 4.5% at the middle level. Differential targets were fixed for boys and girls. In the first five Year Plan, actual achievement of girls enrolments was 7% lower than the target of 40%. In absolute terms, number of girls increased from 5.38 million to 7.64 million at the primary level and from 0.45 million to 0.69 million at middle level. The percentage of girls in total, increased from 26.7% to 28.2% at the elementary stage (primary and upper primary), from 13.9% to 16% in higher secondary classes, and from 12.4% to 13.6% in colleges and universities during the plan period. *All boys institutions were now open to girls. Co-education was on the increase and 70.7% girls were studying in boys' institutions.* Steps were advocated to increase girls' enrolments by motivating parents to send them to co-educational schools. Emphasis was on expansion of

educational facilities for girls and diversification of secondary education to give it a vocational basis

Rural women were subsumed under the community development programme. Poor women were neglected and remained untouched as no economic or class related criteria was adopted. Women were considered a welfare category.

The Second Five Year Plan Period (1956-61)

The Second Five Year Plan emphasized the need to provide greater education opportunities to girls. It was observed that special efforts were needed to educate parents on the importance of girls' education and the relate the same to the needs of the girls. Shortage of women teachers was seen as an impediment. The Plan recommended besides co-education, separate schools for girls and multiple shifts as an interim measure. Women teachers were to be provided housing facilities in villages.

The main features of the educational plan were to give more emphasis on basic education (Gandhian model), expand elementary education and diversify secondary education and above all reduce male female disparities in literacy. Special schemes for girls to take up different occupations such as nursing, health visitors, teachers and so on were recommended. In addition to the national extension and community development programmes, establishment of fundamental education centres for training social education organisers were recommended. In 1957-58, a Centrally Sponsored scheme was introduced to accelerate the enrolment of girls in primary schools. States were given assistance for one or more of the following schemes:

- (i) free accommodation for women teachers in rural areas
- (ii) appointment of school mothers
- (iii) condensed courses for adult women
- (iv) stipends for women for teachers training
- (v) refresher courses
- (vi) stipends for high school students to take up teaching
- (vii) attendance scholarships
- (viii) exemption from tuition fees
- (ix) construction of hostels for secondary schools for girls

In 1960-61, there were 301,077 women on rolls in adult education centres. A proposal to set up an institute for training women in organisation, administration and management was under examination (still is in 1991).

With regard to girls' education, serious shortfalls were noticed at the secondary stage, where only 3% of the 12 million girls in the age group 14-17 years were attending schools. The number of high schools for girls was expected to go up from 1500 to 1700 by the end of the plan period to enable girls to take up careers for which openings existed such as *Gram Sevikas*, nurses, health visitors, teachers etc. Special scholarships were recommended. Nearly two thirds of the girls were studying in co-educational institutions.

At the elementary stage, the number of girls receiving instruction increased from 7.64 million to 11.4 million in classes I-V, and from 0.69 million to 1.63 million during the Second Plan. Girls enrolment ratio at the primary stage reached only 41.4% and 6.9% at the upper primary level. The UEE goal was too distant.

In 1958 the Government of India appointed a National Committee on Women's Education under the Chairmanship of Durgabai Deshmukh to recommend special measures to bridge the gap

between the education of girls and boys at the primary and secondary levels. The Committee made the following recommendations:

- (i) education of women must be given special attention for at least some years to come and a special machinery should be created for it;
- (ii) if any substantial progress in the direction of women's education was to be made effective, *special funds must be allotted in the various plan periods for furthering and developing this programme*. In this connection a sum of not less than Rs. 10 crore in addition to provisions already made, should be earmarked for the education of girls and women during the remaining period of the Second Five Year Plan and adequate special provision made for such education in the Third Plan,
- (iii) this amount should be utilised for the development of middle and secondary schools for girls, towards training institutions for women, for the construction of hostels and staff quarters and for organising special educational facilities for adult women;
- (iv) liberal grants should be given for the education of women in rural areas.

This Committee urged the UGC to set apart special funds for the higher education of women. The Committee suggested the creation of a National Council for Women's Education for guidance, leadership and advice, with a special unit in the Ministry of Education to look after this aspect of education. It also recommended the setting up of State Councils for Girls' and Women's Education and the appointment of a woman Deputy or Joint Director in the Directorate to look after the educational needs of the girls. Government of India generally accepted the recommendations made by the National Committee and decided to accord a very high priority to women's education in the Third Five Year Plan.

The Union Ministry of Education set up the *National Council for Women's Education 1959* which was reconstituted in 1964. A special unit was created subsequently in the Ministry to deal with issues arising out of programmes formulated to further this cause. Most of the State Governments also established State Councils for Women's Education. The functions of these State Councils are as under:

- (i) to advise the Government on education of girls at school level and of adult women;
- (ii) to suggest and fix programmes, targets and priorities for improvement and expansion of girls' and women's education;
- (iii) to suggest suitable measures for educating public opinion in favour of girls' and women's education;
- (iv) to assess the progress achieved in the field from time to time,
- (v) to recommend collection of statistics on problems relating to the subject.

These recommendation did have their impact and the State Governments showed special interest in women's educational programmes.

The Second Five Year Plan (1956-60) *continued the welfare approach but recognised the need to organise women as workers*. Social prejudices against women and their disabilities were noted. Women were to be protected against injurious work and provided with maternity benefits and creches and laws passed to this effect. The principle of equal pay equal work was recognised and women it was felt should be given training to compete for higher jobs. The Report of the Committee on Women's Education made a substantial impact.

The Third Five Year Plan Period (1961-66)

The Third Five Year Plan pinpointed women's education and training as a major welfare strategy. In social welfare, the largest share was provided for expanding rural welfare services and starting of condensed courses of education for out of school women and girls. The health

programmes concentrated on provision of maternal and child welfare services, health education and family planning

School enrolments continued to show wide male female disparities as also the gaps in male female literacy rates. The male literacy rate was found to be 34%, nearly three times higher than the female literacy of 12.8%. The additional enrolment of boy in schools was to the tune of 13.2 million, the corresponding increase for girls was only 6.8 million. Hence the most important objectives in the Third Plan *was to expand facilities for girls at various stages.*

During the Third Plan Period, enrolment ratio of girls went up from 41.4% to 61.6% at the primary stage and from 11.3% to 16.5% at the upper primary stage. The number of girls receiving instruction increased from 11.4 million to 16.52 million at the primary level and from 1.63 million to 2.5 million at the upper primary level. Of the total resources available under plan Rs.1750 million were earmarked for girls education out of which Rupees 1140 million was allotted to education of girls at the primary and the middle stages. Provision was also made to fund some special schemes to support the general programmes of girls education

The recommendations contained in the report of the National Committee on Women's Education were seen as the guidelines. Special emphasis was laid on creating suitable conditions *for encouraging parents to send their daughters to schools, educating public opinion, increasing the number of women teachers from rural areas who could take up teaching and inducing women from urban areas to accept posts as teachers in rural schools.* It was proposed to evaluate carefully from year to year the progress made in implementing the programme for girls' education and to take such further measures as might be needed for realising the target set for the Third Plan. It was also suggested that scholarships should be awarded to promising students in need of assistance, and aid to girls at the higher stages in education should be continued. *To help overcome the inadequate supply of science and women teachers, it was proposed to select promising students at the post-matriculation stage and assist them with scholarships and stipends through the entire period of training.* In backward areas the educational institutions were *to be located with easy walking distance from the home of every child.* Need was emphasised to mobilise local community efforts *for organisation of enrolment drives to persuade parents to send girls to schools.* Construction of school buildings, provision of additional equipment and furniture for schools and mid-day meals and free uniforms for poorer children were noted as essential requirements. *Promising female students at the post secondary stage were to be assisted with scholarships and stipends to train as teachers in order to meet the shortfall of teachers. In return, they were to be under an obligation to serve for a prescribed period.*

During the Third Plan period 100% increase in number of girls in Classes IX-X as the percentage of girls in that age group attending school was only 6.9% compared to 23.7% of boys. By the plan end close to a million girls were enrolled at secondary stage out of a total of 4.56 million students

Keeping in view, the needs of the out of school girls and large number of women who had missed schooling, the Central Social Welfare Board (CSWB) implemented the Scheme of Condensed Courses for Adult Women. More than 600 courses were sanctioned for adult women during the Third Plan.

The Hansa Mehta Committee (1962-64), appointed by the National Council of Women's Education (NCWE) suggested co-education be adopted as the general pattern at the elementary stage and vigorous propaganda made in its favour. As a transitional measure separate primary and middle schools could be provided where necessary. At the secondary level, it was left to the choice of the management and parents to evolve separate institutions for girls. Women teachers, it was recommended, should be inducted in boys' schools to encourage girls to join these institutions. The Committee recommended common curricula for boys and girls at the elementary stage, with

home science as a common core subject for both boys and girls at the middle stage This Committee made several recommendations concerning provision of educational facilities for girls and for curriculum at different levels of education.

The NCWE appointed another *Committee under the chairmanship of M. Bhaktavatsalam* in 1963 to investigate the cause for lack of public support for girls education *particularly in rural areas* and to suggest suitable measures to secure public cooperation. The Committee stated, "in our opinion the strategy for development of education of girls and women will have to take two forms, the first is to emphasize the special programmes recommended by the National Committee on Women's Education. The second is to give attention to the education of girls at all stages and in all sectors as an integral part of the general programmes for the expansion and improvement of education".

The Committee made recommendation in the following areas:

- (i) public co-operation,
- (ii) state responsibility,
- (iii) schools in all areas,
- (iv) provision of pre-primary schools,
- (v) good school buildings,
- (vi) women teachers,
- (vii) good working conditions,
- (viii) part-time appointment,
- (ix) education for adult women,
- (x) relaxation in age limit for women,
- (xi) posting of women teachers near their homes,
- (xii) preference to women candidates in admission,
- (xiii) training facilities to women candidates,
- (xiv) residence facility for women teachers,
- (xv) sound inspection for improvement in girls education.

The first comprehensive *Indian Education Commission* (1964-66) under the chairmanship of Dr. D.S. Kothari, reviewed Indian education in its totality. Linking Education with Development through developing productive skills, modernising the Indians developing a scientific temper, and promoting national integration were seen as the major goals of education in India. The Commission gave *special attention to women's education and fully endorsed the recommendations of the earlier commissions and committees on women's education*.

The commission reiterated the need to make education of women a major programme of educational development in order to close the large male female gap as early as possible by starting special schemes for this purpose. *Funds were to be made available for women's education on a priority basis and both the Centre and the States should set up a special machinery to look after girls education*. Both official and non-official efforts need to be pooled in planning and implementing programmes of women's education.

The Education Commission stressed that where co-education was not acceptable, separate schools for girls should be provided. In addition, hostels, for girls should be encouraged, wherever possible, subsidized transport should be arranged and girls given special preference in scholarships programmes. The Commission emphasised the need to give adequate attention to training and employment of women. Part time and vocational education should be developed for girls. A vast majority of girls who left school at 14 would benefit from short vocational courses. Likewise, higher education should be linked to employment. The Commission found the state of female

literacy as particularly distressing and observed that the efforts being made in the direction of making women literate, left much to be desired. There was need to have a *common school system with common curricula for both boys and girls*.

The National Policy on Education 1968, stated that the education of girls should receive emphasis, not only on ground of social justice but also because it accelerates social transformation. Equality of educational opportunities for all sections of population was emphasized. Pre-school education was seen as a necessary complement to primary education.

There was plan holiday during 1967 and 1968, when the country had annual plans instead of five year plans. In 1968-69, there were 20.57 million girls among 55.49 million children enrolled in primary classes. At the upper primary level out of the total of 12.27 million children enrolled, 3.51 million were girls. The enrolment ratio of girls at the primary stage reached 58.5% but was only 18.8% at the middle stage.

The Fourth Five Year Plan Period (1969-74)

The Fourth Five Year Plan (1969-74) continued emphasis on women's education and followed the basic policy to improve women's welfare within the unit of family. The mother role received heightened attention. Immunization of children and supplementary feeding for children and expectant and nursing mother was started.

The National Committee on Women's Education 1970 was appointed to review development of women's education. The Committee recommended that—

- (i) priority should be given to women's education in future,
- (ii) discrimination between boys and girls should be curbed,
- (iii) government should encourage States to launch various programmes for girls education,
- (iv) proper facilities and protection should be provided to women teachers serving in rural areas. The problem of inadequate availability of women teachers was to be tackled by giving scholarships to local girls to complete their education.

During the Fourth Five Year Plan (69-74) sustained efforts were made to extend education of girls and improve their enrolments at all stages. By the end of the Fourth Plan, there were 64.10 million children enrolled in primary stage of whom 24.50 million were girls. At the upper primary level, girls accounted for 4.6 million of the total 15.30 million students on rolls. Girls enrolment ratio of the relevant age group was 66 in Classes I-V and only 22 in Classes VI-VIII.

The Fifth Five Year Plan Period (1975-79)

During the Fifth Five Year Plan very high priority was given to free and compulsory education for all children upto the age of 14 years in pursuance of the Constitutional Directive. To that effect every state introduced free education for children in the age group 6-11 years. The progress was not uniform in all States. It was realised that the target of UPE cannot be achieved without bringing back the drop-outs especially in the case of girls. The problem of inadequate availability of women teachers was to be tackled by giving scholarships to local girls to complete their education and training for a teaching career and organisation of condensed courses and correspondence courses for the less educated women and girls. The outlay for special programmes for education of girls was to be stepped up. Alongwith expansion, it was viewed that the curriculum should also meet the special needs of girls as housewives and as career women. Emphasis was laid on increasing girls enrolment in schools by providing various incentives. Simultaneously National Adult Education Programme and Integrated Child Development Services received attention and programmes of pre-school education were given special emphasis. It was also estimated in 1978-79 that two thirds of the non-enrolled children in the 6-14 age group were girls and three fourths of the enrolled children were in nine states.

In the age group 6-11 years only 66% girls were enrolled as compared to 100.2% boys, girls accounting for two thirds of the enrolled boys. In the age group 11-14, the number of girls were half that of boys with 28% girls enrolled as compared to 52% boys.

The National Council for Women's Education which was set up by the Ministry of Education, following one of the main recommendations of the National Committee on Women's Education, at its thirteenth meeting held in 1974 made important recommendations for the education of women, through formal and non-formal channels. Some of which are as follows:

- (i) allocation of funds by the Centre for grants to voluntary organisations and institutions for special projects for the improvements of the education of girls and women,
- (ii) provision of facilities and incentives to increase the enrolment of girls;
- (iii) condensed courses for teacher training,
- (iv) *encouraging local girls and women to work as teachers in the rural areas, if not trained, after going through the condensed course of teacher training;*
- (v) provision of part-time and non-formal education as well continuing education, specially for girls dropping out of schools, and preparing a suitable, curriculum for it, those in need of such education,
- (vi) establishing women's polytechnics and ITI in rural areas by offering educational programmes related to trades and needs of that region,
- (vii) provision of teachers' quarters for women, with suitable security, not isolated from the heart of the village or township or provision of *twin quarters for women teachers and other women functionaries of that area;*
- (viii) requesting Nehru Yuvak Kendras to cater to the needs of girls and women through their network all over the country in addition to catering to the needs of boys and men.

The Report of the Committee on Status of Women in India (CSWI), *Towards Equality* was placed before the Parliament in 1975. The Committee examined the constitutional, legal and administrative provisions which had a bearing on the status of women and noted with concern poor female literacy, the declining sex ratio, and declining work participation rates, concentration of women in low paid occupations and that women were deprived of basic needs of health, nutrition, education and employment and were in a situation of total powerlessness with no share in decision making processes. The CSWI report had tremendous influence on social policies and legislations concerning women, coinciding with the International Women's Year and the start of the Women's Decade. The Committee recommended co-education as a long term policy in view of the economic constraints and equality of opportunity. It was noticed that by and large, besides being insufficient in number, *the quality of provision in girls schools was inferior, both in terms of physical infrastructure and teachers.* Separate institutions for girls were however recommended in areas where there was continued sex segregation. Mixed staffing was recommended for co-educational schools to draw more girls. For universalisation of elementary education, the Committee recommended, inter alia:

- (i) provision of primary schools within walking distance from the home of every child;
- (ii) sustained mobilisation of public opinion and community support for creating a favourable climate for girls education. All officials and non officials, social and political leaders were to motivate parents and community to send girls to school, especially in backward areas,
- (iii) special incentives to be given to girls in areas of low female enrolment of girls;
- (iv) at least 50% of the teachers at the elementary stage would be women,
- (v) a system of part time education for girls who are unable to attend school on a full time basis

The CSWI recommended a common course of education for both boys and girls till the end of Class X, all courses being open to both sexes after that. At the primary stage the committee suggested that simple needle work, music and dancing should be taught to both boys and girls. This was in line with earlier recommendations of the National Committee on Women's Education 1959, the Hansa Mehta Committee 1964 that had recommended common curricula for boys and girls at all levels, and inclusion of home science in the core curriculum for both boys and girls in Classes V-VIII.

A study was conducted by the Programme Evaluation Organisation in order to evaluate the special schemes for girls education in 1974. This study found that the schemes contributed significantly to increase in enrolment of girls despite several lacunas. Some schemes like mid-day meals, free uniforms, attendance scholarships reduced the economic burden of the parents, others encouraged recruitment and training of women teachers. The study recommended the need for continuation of the scheme in a systematic manner. *It was also felt that more publicity was needed to promote greater awareness among rural population about the facilities available*

The Fifth Five Year Plan (1974-79) emphasised the need to train women in need of income and protection. Functional literacy was to equip women with skills and knowledge to perform the functions of a housewife to include child care, nutrition health care, home economics etc.

A major landmark of the Fifth Plan period was the adoption of the National Policy Resolution on the Child in India in 1974 which drew attention of the nation to value of the children and develop further this valuable resource by adequate provision of education, health and nutrition for all children.

The National Policy Resolution on Child (1974)

The Government of India proclaimed the National Policy Resolution on the Child in 1974 declaring,

"The nation's children are a supremely important asset. Their nurture and solicitude are our responsibility"

- This policy lays down that the State shall provide adequate services to children both before and after birth and through the period of growth to ensure their full physical, mental and social development. State shall progressively increase the scope of services so that within a reasonable time all children in the country enjoy optimum conditions for their balanced growth.

The measures suggested for the attainment of these objectives are:

- a comprehensive health programme,
- nutrition services for removing deficiencies in the diet of children, expectant and nursing mothers,
- nutrition education of mothers
- *free and compulsory education for all children upto the age of 14 years including non-formal education for pre-school children, promotion of physical education and recreational activities,*
- special consideration for the children of weaker sections like Scheduled Castes and Scheduled Tribes,
- prevention of exploitation of children, and
- special facilities for children with different types of handicaps.

In the wake of the policy on the children, the National Children's Board was constituted and recognising the importance of health, nutrition and education for children, the Integrated Child

Development Services (ICDS) and several other programmes for children were started. The National Policy on the Child, saw child as a gender neutral category and ignored the need for segregated targets and strategies for reaching out education and health services to girls in gender discriminatory cultures.

The Sixth Five Year Plan Period (1980-85)

The Sixth Five Year Plan (1980-85) stressed upon women's role in development for the first time and started seeing women as special target groups for removal of poverty and unemployment and special incentives were given to the States to promote female literacy and enrolments. The role of women in agriculture and development and village level organisations received attention. The marginality of attention and services received by women in rural and agricultural development programmes; the special constraints that obstruct their access to available assistance and services, their low productivity and a narrow range of occupations available to them, low level of participation in decision making; lack of finance and guidance, inadequate monitoring of women's participation, wage discrimination, low health and nutritional status; and, ineffective application of science and technology for removing their drudgery, were seen as major barriers to rural women's development and rural development as a whole.

The major thrust of the Sixth Plan was on economic upliftment of women through greater opportunities for salaried, self and wage employment. Appropriate technologies, services and public policies were to be introduced for the same as also technological services included imparting new skills and upgrading existing skills. The services package paid attention to training, credit needs and to marketing. The public policy package concentrated on measures in the area of ownership rights, enforcement of wage laws and employment impact assessment with reference to women's employment in development projects. Assistance was given to women's organisations.

Measures to improve the health and nutritional status was thought to be made more effective, as it was felt that programmes relating to education, health, nutrition and employment would go a long way in removing social disabilities facing women and the female child.

Nearly 73 per cent of the total non-enrolled children in the 6-11 years age group were girls. In the age group 11-14 years only 38 per cent of girls had been enrolled for formal education. The drop-out rate for girls continued to be high at both elementary and secondary levels. To boost enrolment in primary classes, *early childhood education centres (ECCE) for children in 3-6 years age group were set up as adjuncts to primary schools for the first time in this plan for the rural and backward areas. These centres also provided creche facilities for younger siblings of girls attending primary schools.* Besides this previous incentives continued to be given to girls.

As in the previous plan, removal of poverty was the foremost objective besides stepping up the growth of the economy, strengthening the impulses of modernization, achieving economic and technological self-reliance, improving the quality of life, reducing regional inequalities, promotion protection and improvement of ecological and environmental assets and promoting the active involvement of all sections of people in the process of development through appropriate education.

The emphasis in educational planning shifted from provision of inputs and expansion of facilities in general terms to results to be achieved and tasks to be performed with specific reference to target groups of population, particularly the socially disadvantaged. Based on the Fourth Educational Survey the Plan emphasized that achieving elementary education was a major problem *not due to non-availability of schools but socio-economic reasons particularly in the rural areas, concerted efforts were called for to reach out to the women, SC/ST and other weaker segments of society. It was felt that there was need to transform the system of education qualitatively in terms of its value content, standards and relevance to life. Elementary education in the backward states needed to be given a serious consideration.* For the first time there was a chapter on Women and Development as there was a steady decline in the sex ratio and women lagged behind in almost all

sectors. *The plan viewed the family as a unit of development*, wherein awareness generation on women's issues and problem was stressed. It was pointed out that the status of women was related to their economic independence. To help raise this, voluntary agencies and Mahila Mandals were identified as crucial agencies. Special cells were to be created for increasing women's participation through wage and self-employment for boosting the education of women. Girls hostels were to be increased, higher rates of scholarships given, and co-education polytechnics encouraged.

Sixth Five Year Plan stated that the programme of UEE would be specially directed toward higher enrolment and retention of girls in schools. This would require the following:

- (i) balwadies/creches attached to schools to free girls from sibling care and attend school,
- (ii) income generating work for girls outside the schools hours for supplementing the family income,
- (iii) expansion of incentive scheme such as free uniforms, textbooks mid-day meals etc;
- (iv) appointment of women teachers where necessary in rural areas to encourage girls education,
- (v) strengthening of science teaching in girls schools and colleges for enabling them to achieve greater participation in science.

Seen as a related area of concern, expansion of functional literacy programme especially in low female literacy areas was envisaged. Special non formal education programmes for girls were started.

Vigorous efforts were made to improve girls enrolments in the nine educationally backward states through centrally sponsored schemes, such as 90% subsidy for non-formal education centres exclusively for girls, appointment of women teachers in primary schools and awards to states for excellent performance in primary education of girls and female literacy.

By the end of the Sixth Plan, there were a total of 84 million children enrolled in Classes I-V, of these 33 million were girls. The percentage of children in the age group who were enrolled at the primary stage was 94.1%, the enrolment ratio for girls being 76.7% at this level. At the upper primary stage (Classes VI-VIII), there were a total of 26 million children enrolled, of whom 9 million were girls, the enrolment ratio of girls being 36% compared to 51% for total children.

During the Sixth Plan, a large number of measures were undertaken to alleviate the conditions of the poverty groups especially those residing in rural areas. Women were recognised as a special target group for removal of poverty and unemployment. Women's role in agriculture and the need for their participation in village level organisations was focussed upon. This was the time when the major national rural development programme was launched. The Integrated Rural Development Programme which was started in 1978-79, soon saw the need to treat women with special consideration as often the benefits of the various IRDP schemes were cornered by males. In 1981, Development of Women and Child in Rural Areas (DWCRA) was launched as a sub scheme of the IRDP. DWCRA organises women's groups called *Mahila Mandals*, for collective action to know and demand their rights and dues from the society.

The Seventh Five Year Plan Period (1985-90)

The Seventh Five Year Plan operationalised the concern for equity and empowerment articulated by the International Decade for Women. For the first time the emphasis was qualitative focussing on inculcating confidence among women, generation of awareness and training them for economic activity and employment. The plan stressed the need for mainstreaming and integrating women into society and thus into national development viewing them as a crucial human resource.

The plan envisaged an integrated multi disciplinary approach to women's development comprising education, health, nutrition, child services, employment, legal awareness etc

It was in 1985 that the Government of India constituted a separate Department in the Ministry of Human Resource Development which funds the CSWB that has developmental and welfare programmes for women. A number of these programmes were put on the ground in the Sixth and Seventh Five Year Plan periods - viz., Women's Development Corporations, Support to Training and Employment Programme (STEP) Training-cum-Production Centres for Women, Camps for Rural and Poor Women, Short Stay, Homes, Family counselling Centres, Working Women's Hostels and many others

Women specific programmes implemented by Department of Women and Child Development are geared towards—

- (i) strengthening and improving women's work and employment in agriculture, animal husbandry, dairying, fisheries, handlooms, handicrafts, sericulture and Khadi and Village industries,
- (ii) economic rehabilitation of women from the weaker sections of society through training and employment,
- (iii) better employment avenues for women to bring them into the mainstream of national development,
- (iv) provision of short stay homes for women in difficulties, together with support services of counselling medical care, guidance and treatment and development of skills,
- (v) provision of preventive and rehabilitative services to women and children who are victims of atrocities and exploitation.

The thrust of all these programmes is two pronged. Firstly, it is specific in the sense that certain programmes cater to women only as beneficiaries, while secondly there are other programmes that help in mainstreaming and integrating them into society.

Currently, in addition to the formal system of education there are 45 schemes of non formal education and skill training for out of school populations. These are run by eight central ministries, viz., education, health, labour, agriculture, textiles, food & civil supplies, science and technology and industries. All 45 schemes are open to women; sixteen are exclusively for women. Of the ten schemes initiated during the Sixth and Seventh Plan Period, seven are meant for women only. There are seven schemes for preparation of women development functionaries in the areas of health, education and child development and social welfare. There is a unique scheme for creating awareness among rural poor women regarding their rights and needs and for helping them to work towards the same. The *Mahila Samakhya* project of the Department of Education of Ministry of Human Resource Development is another programme which sees conscientization and mobilisation of women for group action as a major educational programme in itself and as a precursor to development of girls education and adult female literacy is. There are at least two schemes that are aimed at the development of entrepreneurship among women. Several schemes have the elements of credit and marketing know how in addition to skill development and production management. Application of science and technology is being encouraged to reduce the drudgery of rural women.

In certain programmes like the Training of Rural Youth in Self Employment (TRYSEM) of the IRDP, a minimum of 33% seats were to be filled up by women trainees. During the Seventh Plan Period, women exceeded this quota which has now been revised upwards to 40% w e f. 1st April, 1991. The Khadi Village Industries Commission (KVIC) which runs over 90 vocational courses aimed at production of *Khadi* and 26 village industries has a special mandate to protect women's employment. Nearly half of the KVIC workers are women but very few women are employed in industries, mostly they are piece wage workers. The gender stereotyping of courses of

non-formal education and training schemes continues, as a rule with only a few attempts at breaking new grounds in non-traditional occupations by women in some programmes.,

The Seventh Plan views women, themselves and not the family as the basic unit of development. Considering the highly inequitable intra household distribution of resources and power even in basics like food and health this appears to be a better approach. Also, the right of women to be beneficiaries of all governmental schemes as individuals is recognised. There is a significant beginning towards making rural women's work visible through researches. The emphasis is not only on provision of credit and marketing and technology, but, on generating awareness among women about their rights and privileges and building their self confidence. The state has sponsored the movement to organise rural women for action leading to better control of their lives and as agents of change. DWCRA started in 1981, has received further fillip in the Seventh Plan. For improving of access of women to resources and decision making within the family, Joint pattas (deeds of ownership) of land and property have been advocated. (Only Assam, Andhra Pradesh, Gujarat, Maharashtra, Goa, Daman and Diu have so far ratified this policy).

Specifically, in education, the Seventh Plan laid stress on enrolment and retention of girls at the elementary stage, especially those belonging to rural areas, the Scheduled Castes, the Scheduled Tribes and other weaker sections. Voluntary agencies were encouraged to run early childhood education centres as adjuncts of primary and middle schools. There was further expansion of the ICDS programmes to cover all indigent groups of population especially those living in rural areas. The ICDS is seen as providing school readiness among pre-schools and early stimulation, nutrition and health care to children in the age group 0-3 years. Besides, ICDS centres and Anganwadies, also provide the necessary support structure to relieve school age girls from sibling care. Further, promotion of vocational and technical education for girls was boosted by setting up more women's polytechnics and by opening all technical institutions to women. *Finally, the Seventh Plan gave high importance to District Level Planning and decentralized implementation through community involvement for delivering basic education programmes of UEE and Adult Education*

The National Policy on Education-1986

The National Policy on Education (NPE) of 1986 was formulated after an year long debate on a status paper "Challenge of Education" prepared by the MHRD. Also, the NPE was soon followed by a Programme of Action detailing out strategies for policy implementation

The NPE envisaged a national system of education with assurance of education being able to provide access to education of a comparable quality to all students irrespective of caste, creed, location or sex. "To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in conditions for success. Besides awareness of the inherent equality of all will be created through the Core Curriculum". Minimum levels of learning will be laid down for each stage of education

Highest priority was accorded in the NPE to *Education for Equality* by removal of disparities and equalising educational opportunity by attending to the specific needs of those who have been denied equality so far.

Education for Women's Equality

The National Policy on Education 1986 (NPE) is perhaps the most revolutionary statement of its times on the role of education as an instrument of raising the status of women in India

The new policy makes a radical departure from the first national education policy in India of 1968. It does not rest at provision of equal educational opportunity but puts the more fundamental issue of women's equality on centre stage. Excerpts from the policy document (paras 4.2 and 4.3) are given below.

4.2 Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. The Women's Studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

The Programme of Action envisages a time bound programme of elementary (6-14 years) and adult education (in the age group 15-35 years). At the elementary stage, a revised centrally supported programme of non-formal education for age-group 9-14 years has been extended to all the backward pockets of the country. Among other targets mentioned to increase women's access to vocational technical and professional education in existing and emerging technological areas and a review and reorganisation of educational institutions to make a substantial contribution towards women's equality and creation of appropriate cells/units. In order to work for the economic independence of women, skill development linked to employment and work opportunities is seen as an essential component of the Non-Formal and Adult Education Programme to be further strengthened and supported by institutions such as polytechnics, industrial training institutes, Shramik Vidyapeeths (centre for workers education) Central and State Social Welfare Boards, Krishi Vigyan Kendra (Agricultural Science Centres), Women's Centres of Agricultural and Home Science Colleges. Diversification of trades and courses is to include a new emphasis. A strong element of vocational guidance for women is to be worked out. As is evident from above education and training of women for economic self sufficiency is a high priority area at all levels of education and in non-formal and adult education.

Likewise, education of scheduled castes, scheduled tribes, minorities, handicapped and other backward sections and areas have been chosen for emphasis.

Early Childhood Care and Education

In consonance with the recommendations of the National Policy on Children, the NPE lays special emphasis the need to invest in the development of young children particularly the first generation learners. Recognizing the holistic nature of child development, ECCE is to receive high priority and is to be suitably integrated with the Integrated Child Development Services (ICDS), wherever possible, Day Care Centres are to be provided as a support service for UPE to enable girls engaged in sibling care to attend school and as a support service to working women belonging to poorer sections. A full integration of child care and pre-primary education is to be brought about, both as a feeder and a strengthening factor for primary education and for women resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

Universalisation of Elementary Education

The new thrust in elementary education will emphasise two aspects: (i) universal enrolment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in the quality of education.

Child Centred Approach

A warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organised through practice. The policy of non-retention at the primary stage will be retained, making evaluation as disaggregated as feasible. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.

School Facilities

Provision will be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, blackboards, maps, charts and other learning material. At least two teacher, one of whom a women, should work in every school, the number increasing as early as possible to one teacher per class. A phased drive, symbolically called OPERATION BLACKBOARD has been undertaken with immediate effect to improve Primary Schools all over the country. Government, local bodies, voluntary agencies and individuals will be fully involved. Construction of school buildings will be the first charge on NREP and RLEGP funds.

Non-Formal Education

A large and systematic revised programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. Steps will be taken to facilitate their entry into the formal system in deserving cases. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education.

Effective steps will be taken to provide a framework core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment, and activities such as sports, cultural programmes, excursions, etc.

A Resolve

The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.

NPE Implementation

The implementation of the National Policy on Education 1986 on any substantive scale was delayed for lack of funds for the first two years. Several centrally sponsored schemes, however, were launched:

- (i) Operation Blackboard which aimed at providing the basic minimum such as two all weather usable rooms; maps, charts, toys and games; separate toilets for girls; giving one additional teacher to every single teacher school, one being a woman
- (ii) In Non-Formal Education assistance was given to exclusive girls NFE centres on 90:10 basis to co-educational centres on 50:50 basis; to voluntary organisations and academic institutions on 100% basis.
- (iii) Also, in the case of educationally well off states, children belonging to difficult regions, hill tracts, tribal belts, urban slums, working children have received special consideration
- (iv) Education was made free for girls upto the higher secondary stage as a central scheme.
- (v) A total of one million school teachers and 264,000 NFE instructors were given orientation in a multi-tiered programme by the NCERT during 1987-89
- (vi) Over three thousand key level educational administrative and teacher educators and student-teachers were further sensitized to the special problems of girls education in relation to the programme of UEE at the NCERT. Data base on girls education has been strengthened and over 100 districts identified where the primary enrolment rate per cent of population in the age group 6-11 years was found to be less than 50% for girls. Problems of SC & ST girls were studied specially to identify bottleneck in the advancement of NPE among them. Textbooks were screened for removal of sexist bias. Mobilisation of women and the community for NPE of girls was done in a few States on an experimental basis
- (vii) More recently, as a part of the National Literacy Campaign, UPE through formal and non-formal channels, was taken up as a challenge by voluntary groups. Success stories have come in, research based action programmes for UPE by NIEPA and IIE Pune reflect the concern for UPE among girls
- (viii) The national curricular framework, based on 1986 was prepared by the NCERT. Core values of love for Indian heritage, freedom struggle, equality between sexes, small family norm, removal of social barriers, love for protection of environment and national integration, find an important place. Incorporation of these values in elementary and secondary school curriculum and in teacher education syllabi is being done.
- (ix) More than 250 District Institutes of Education and Training (DIET) have been set up to provide the professional academic and administrative support to the programme of UEE and Adult Education.
- (x) Expansion of schooling facilities for primary age children is taking place and the incentive scheme like free noon-meal, free uniforms, free textbooks, attendance scholarships for girls continue to be increased in their coverage, funds permitting.

National Commission on Self Employed Women (1988)

At about the same time the National Commission on Self Employed Women did an indepth study on the informal work sector. The Shram Shakti Report highlights the need for:

- (i) provision of basic necessities—fuel, fodder and water,

- (ii) provision of appropriate support services in the areas of skill, training, credit and marketing,
- (iii) creating new employment opportunities for them that are locally based and procuring local markets for mass consumption goods produced by these women,
- (iv) Proper and effective implementation of industrial and protective legislations to see that this is effectively implemented and monitoring and evaluation cells are constituted.

The National Perspective Plan for Women (1988-2000 A.D.)

In the National Perspective Plan for Development of Women (1988-2000), skill generation among women especially the rural women is seen as sine-qua-non of women's development for which a national resource centre is to be set up. Among other measures suggested, is reservation of 30% seats in all decision making bodies from local to national levels. It may perhaps be apt to mention that job reservations for women in several categories in the public sector already prevails in some states, notably, Andhra Pradesh, Kerala, Punjab, Haryana and more recently Karnataka.

The Plan has stressed the need for training as a systematic human resource development strategy. Areas highlighted were education, health, employment, social welfare, legislation, media and communication.

The NPP reviewing the progress of women's education in India felt that the number of girls receiving formal education in the period after independence at all levels had gone up substantially but yet the goal of UEE remains unrealised. The need for special programmes for girls was felt to be a necessity to remove imbalances and inequalities between different sections of the population. The recommendations with regard to UEE were as follows:

- (i) provision of primary schools within walking distance from the home of every child within the next 5 years,
- (ii) provision of mobile schools,
- (iii) establishment of ashram schools,
- (iv) involvement of officials, parents and community to promote enrolment and retention of girls,
- (v) provision of incentives to drop-outs, in the form of mid-day meals, as well as adequate clothing which was found to be a great deterrent to girls attending schools, besides other incentives,
- (vi) special incentives for areas where there is a low enrolment,
- (vii) atleast 50% of teachers at this stage should be women,
- (viii) provision of atleast two teachers in all schools,
- (ix) developing a part-time education for girls, keeping flexible timings,
- (x) adoption of the multiple entry system for girls,
- (xi) schools should have additional space for creche facilities
- (xii) opening of schools and greater flexibility in admission procedures in middle schools

Equality of sexes was stressed to be a major value to be inculcated through the educational process, in this, the school and curricula play a crucial role. Thus a major change is needed in the content and organisation of education.

CHAPTER III

The Social and Demographic Context

India is the second most populous country in the world after China. The population totalled 844 million at the 1991 census, 438 million males and 406 million females giving a sex ratio of 929 females per thousand males. Three out of every four Indians live in rural areas.

In 1981, women accounted for 48.2% of the total population of 685 million, Scheduled Castes constituted 15.75% and Scheduled Tribes 7.6% of the population, and 77% of the population lived in rural areas consisting of 260 million males and 248 million females. Rural girls below nineteen years accounted for nearly a quarter of the country's population.

Population Density

India accounts for 16% of the world population and 2.4% of the land mass. In 1991, population density was 267 persons per square kilometer varying from 10 in Arunachal Pradesh to 6319 in Delhi. Fifteen major States account for 96% of the total population (See Figure-3).

Population Growth

The population of India continues to grow at an alarming pace and is likely to cross the one billion mark by the year 2001. During 1981-91, there was accretion of 161 million persons to the population giving a decadal increase of 23.50%. The average annual growth rate of the population which was constant since 1941-51, reached the highest figure of 2.22% during 1971-81, and has declined to 2.11 during 1981-91. The inter state variations in average annual population increase ranges from 1.31% in Kerala to 4.10% in Delhi.

Female Literacy

Female literacy is considered to be a more sensitive index of social development as compared to the overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates; and shows a positive association with female age at marriage, life expectancy, participation in modern sectors of the economy and above all female enrolments. (Nayar, 1989a, 1989b)

In India, female literacy rate grew from 0.60% in 1901 to 7.85% in 1951 and to 24.88% in 1981. The 1991 Census has recorded total literacy rate of 51.11%, 63.86% for males and 39.42% for females (for population aged 7 years and above). Even though the male female gap has narrowed a little compared to earlier censuses, the differentials are still large (See Figure 5). Regional and inter group disparities are wide (Appendix Table 3, Figures 6&7). In 1991, female literacy ranges from 23.10% in Bihar to 78.09% in Kerala (Appendix Table 1 and Figure 4) and there were 197 million female illiterates and 127 million male illiterates giving an excess of 70 million female illiterates over males.

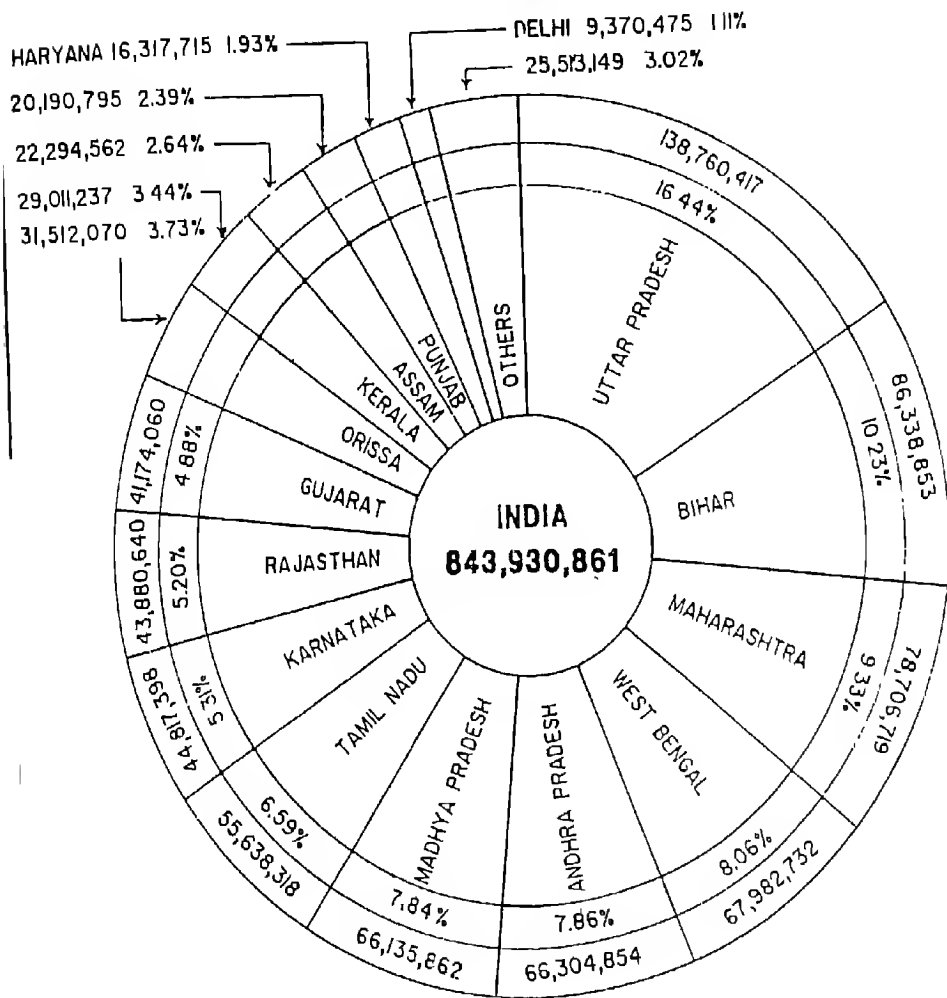
Rural urban divide continues to be wide, the crude literacy figures being 69.30 % for urban, males, 54.48% for urban females, 47.36% for rural males, and only 25.37% for rural females.

Analysis of data for 15 major states accounting for 96% of the total population of the country shows that female literacy and education are positively associated with sex ratio, population growth rates, (Figure 8), total fertility level, female mean age at marriage and acceptance of family

INDIA

COMPARATIVE SIZE OF POPULATION (States/Union Territories)

1991



OTHERS

JAMMU AND KASHMIR (Projected)	7,718,700	0.91%
HIMACHAL PRADESH	5,111,079	0.61%
TRIPURA	2,744,827	0.32%
MANIPUR	1,826,714	0.22%
MEGHALAYA	1,760,626	0.21%
NAGALAND	1,215,573	0.14%
GOA	1,168,622	0.14%
ARUNACHAL PRADESH	858,392	0.10%

PONDICHERY	789,416	0.09%
MIZORAM	686,217	0.08%
CHANDIGARH	640,725	0.08%
SIKKIM	403,612	0.05%
A & N ISLANDS	277,989	0.03%
DADRA & NAGAR HAVELI	138,542	0.02%
DAMAN & DIU	101,439	0.01%
LAKSHADWEEP	51,681	0.01%

Fig. 3

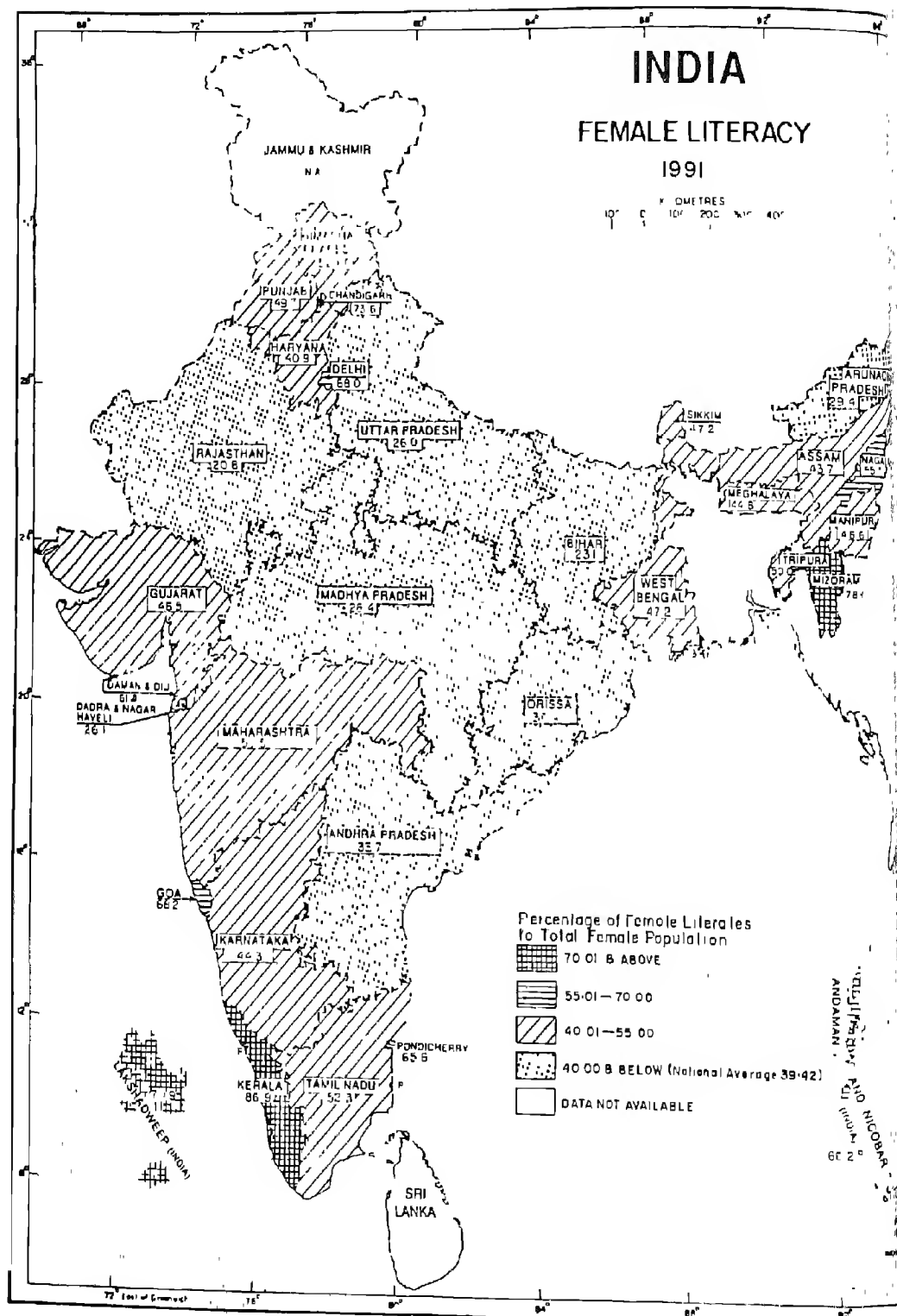
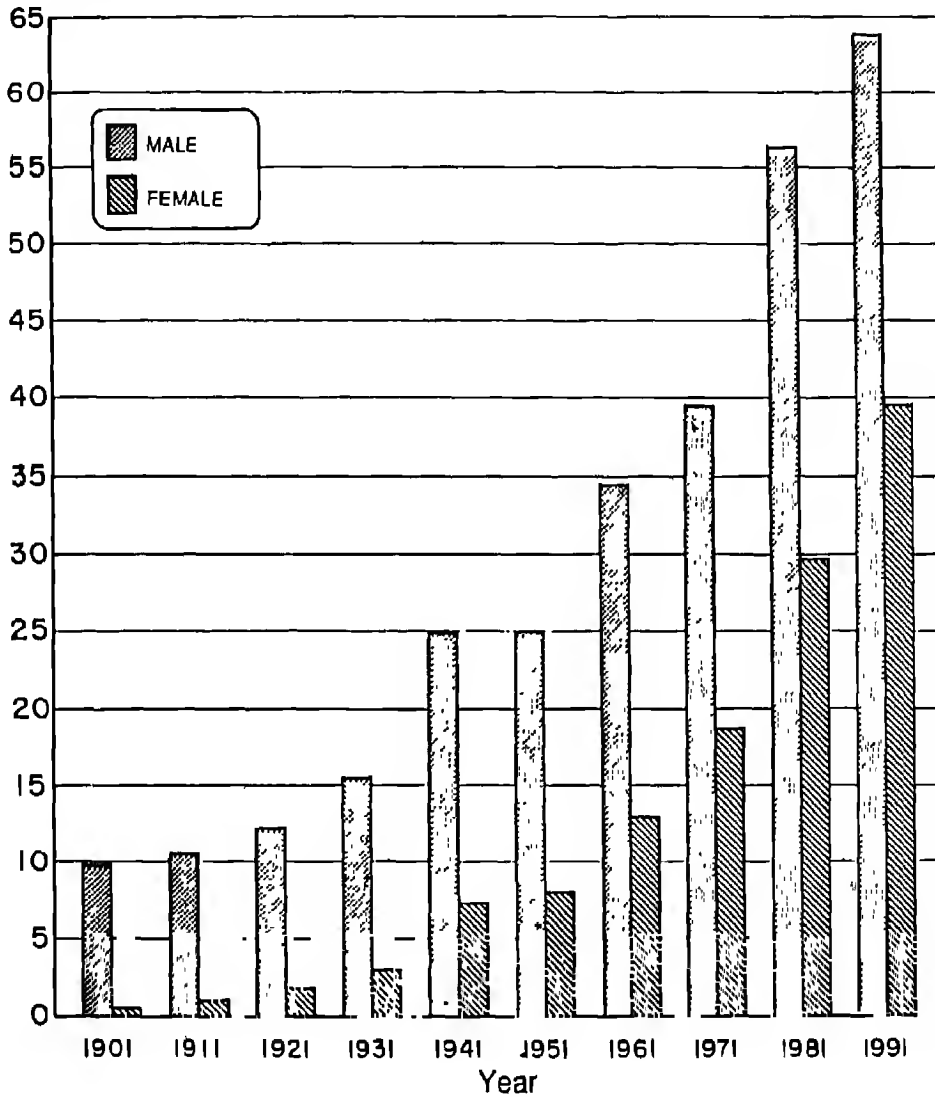


Fig 4

Literacy Gap 1901-1991

Literacy Rate



1901 to 1971 includes all age groups whereas 1981-1991 relates to 7 year and above.

Fig. 5

Disparities in Literacy Rate 1981

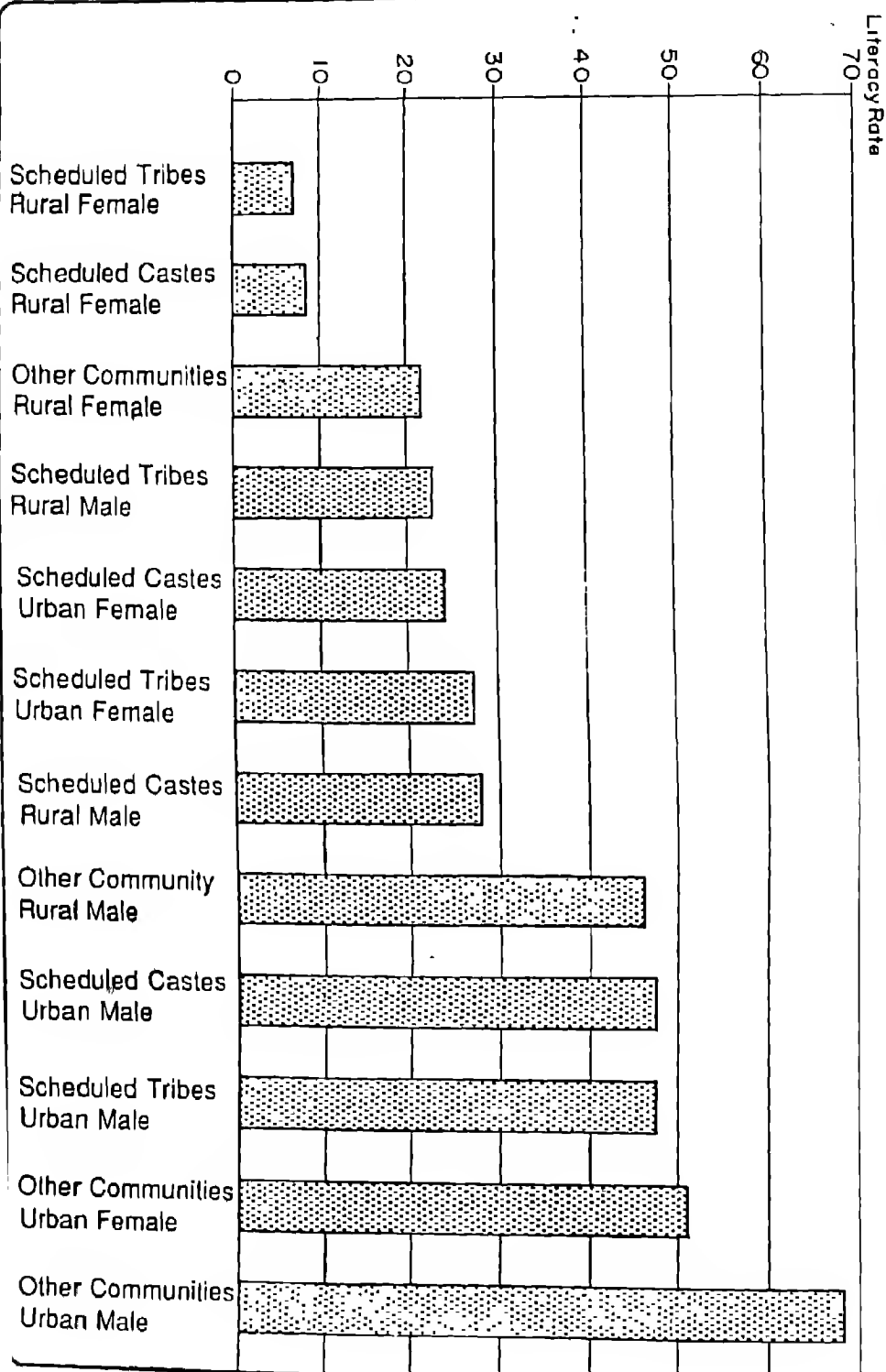


Fig. 6

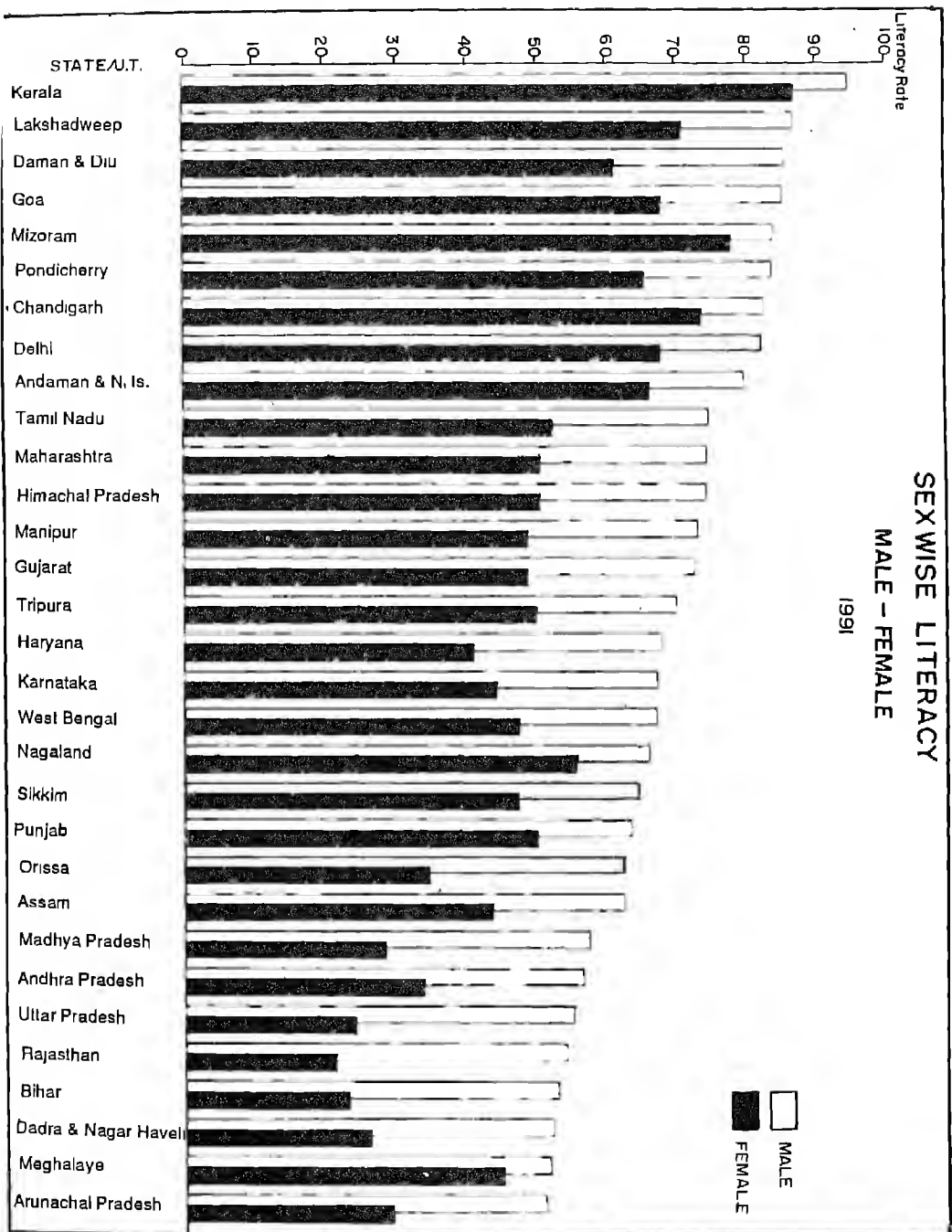


Fig. 7

Female Literacy and Annual Population Growth

(In Major States)

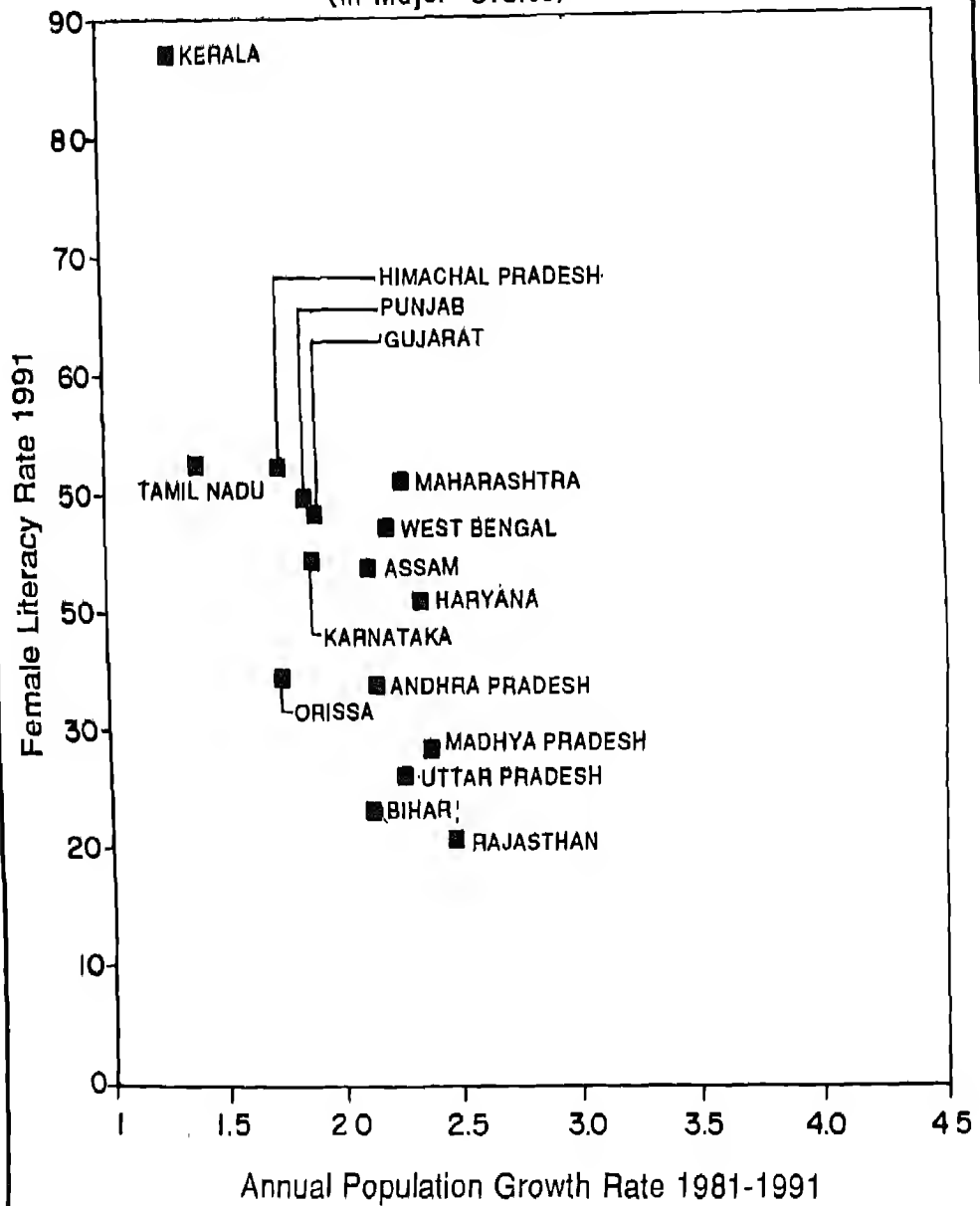


Fig 8

Distribution of Female Literates by Educational Level

1981

PERCENTAGE

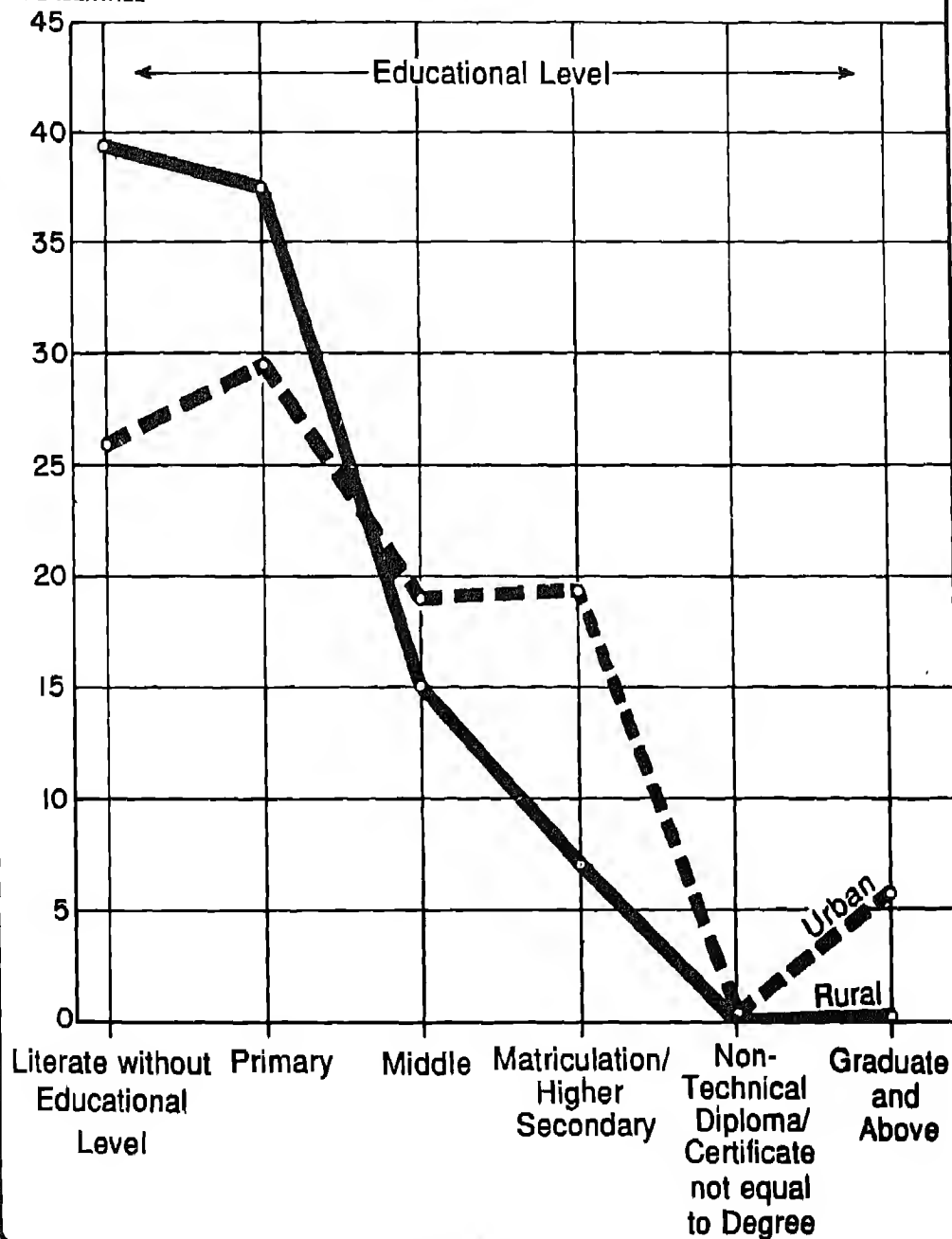


Fig. 9

planning method,¹ participation in non-agricultural modern occupations, a birth rates, death rates infant and child mortality rates and female mortality female literates by educational level in 1981 shows that rural women lag behind (Figure 9).

Birth Rates and Death Rates

The Crude Birth Rate (CBR) has declined from 42 to 32 during 1960-1981. The Crude Death Rate (CDR) has come down from 21 to 11 during this period. The CBR in Kerala and 39.7 in Rajasthan which represent two ends of the female literacy spectrum varies from 6.5 in Kerala to 15.8 in Uttar Pradesh, another low female literacy state. In the southern states (Kerala, Tamil Nadu, Karnataka) birth rates have fallen whereas in the northern states (Uttar Pradesh, Madhya Pradesh, Bihar and Jharkhand) it is still close to 40 per thousand. Since the northern states constitute bigger and also population of the country, slow decline in CBR in most of these states is a major achievement of India's desired goal for fertility decline.

Life Expectancy at Birth

The life expectancy at birth has gone up from 44 years in 1960 to 58 years in 1981. Estimates show a relative advantage of women in life expectancy. Females are found to be 100.5% that of males. The inter state variations range from 46 years in Uttar Pradesh to 69.87 years in Kerala and for males from 51.14 years in Uttar Pradesh to 61.14 years in Kerala showing the impact of female literacy on life expectancy indicators except life expectancy females are disadvantaged.

Total Fertility Rate

The Total Fertility Rate (TFR) has come down from 5.8 in 1960 to 3.9 in 1981. It varies from 2.4 in Kerala to 5.9 in Uttar Pradesh and Bihar and is 3.9 in rural areas. Female literacy is highly correlated with proportion of population in urban districts with high female literacy also tend to be more urbanized.

Female literacy has a strong effect on total fertility rate. How does literacy affect fertility?*

- Literate women tend to marry later than illiterate women
- Literate women are more likely to enrol their children in school which tends to reduce the labour value of children which in turn leads to a smaller family
- Conversely the labour value of children is very high in illiterate families which also more than likely very poor and need the labour/income of children
- Literate women also tend to be more knowledgeable about health and their children tend to survive which reduces the family size

¹ It is estimated that in the absence of the family planning programme, there would have been a population of about 31 million in 1981 census and 95 million in 1991 census. The growth rate of 31.5% during 1981-91 in lieu of the actual 23.5%. The estimates show that the rural-urban divide continues to be wide, the crude literacy figures being 68.71% for urban females, 46.92% for rural males, and, 25.13% for rural females (CPR) in the country during 1981-90. Relatively high CPR (above 50%) was recorded by Kerala, Maharashtra, Punjab and Tamil Nadu and relatively lower levels of less than 25% in Uttar Pradesh (Sec Kapoor, 1991).

* Nayar 1989a, 1989b, Prasad, 1989, Cochrane 1979, Sharma and Retherford, 1990

- Literate women also tend to be more knowledgeable about health and hygiene, so more of their children tend to survive which reduces the family size in turn.
- Literate women are more knowledgeable and hence tend to make use of family planning and mother and child care services better
- Literate women are more likely to have work interests outside family that compete with children for time and attention and hence the motivation for fewer children.
- Literacy is highly correlated with urban residence which is a sad commentary on rural literacy lag in general and, of rural female populations in particular. The rural SC and ST female literacy is indeed the poorest.

Literacy affects fertility not only directly but also indirectly through child mortality and mean age at first marriage. An increase of 10 percentage points in female literacy rate reduces the TFR by slightly less than one half child per woman. The predicted total fertility rate for a district with 20 per cent female literacy rate is about 5.1 children per woman, and is about 2.3 children per woman with 80 per cent female literacy rate. About half of the effect of female literacy rate on TFR is direct and half is indirect through reduction in child mortality, mean female age at marriage and urbanisation. As a study of 14 most populous states shows, the mean female literacy in 326 districts was only 22.3% in 1981. (Sharma and Retherford, 1990) (Figure 10)

TABLE 3.1
Educational Level and TFR 1981

Educational Level	Average Number of Children ever born per woman in the age group 45-49		
	Total	Rural	Urban
Illiterates	5.06	5.09	4.99
Literate—Middle	5.03	5.17	4.86
Middle—Matric	4.48	5.17	4.86
Matric—Graduate	3.36	3.54	3.32
Graduate and Above	2.34	2.66	2.31

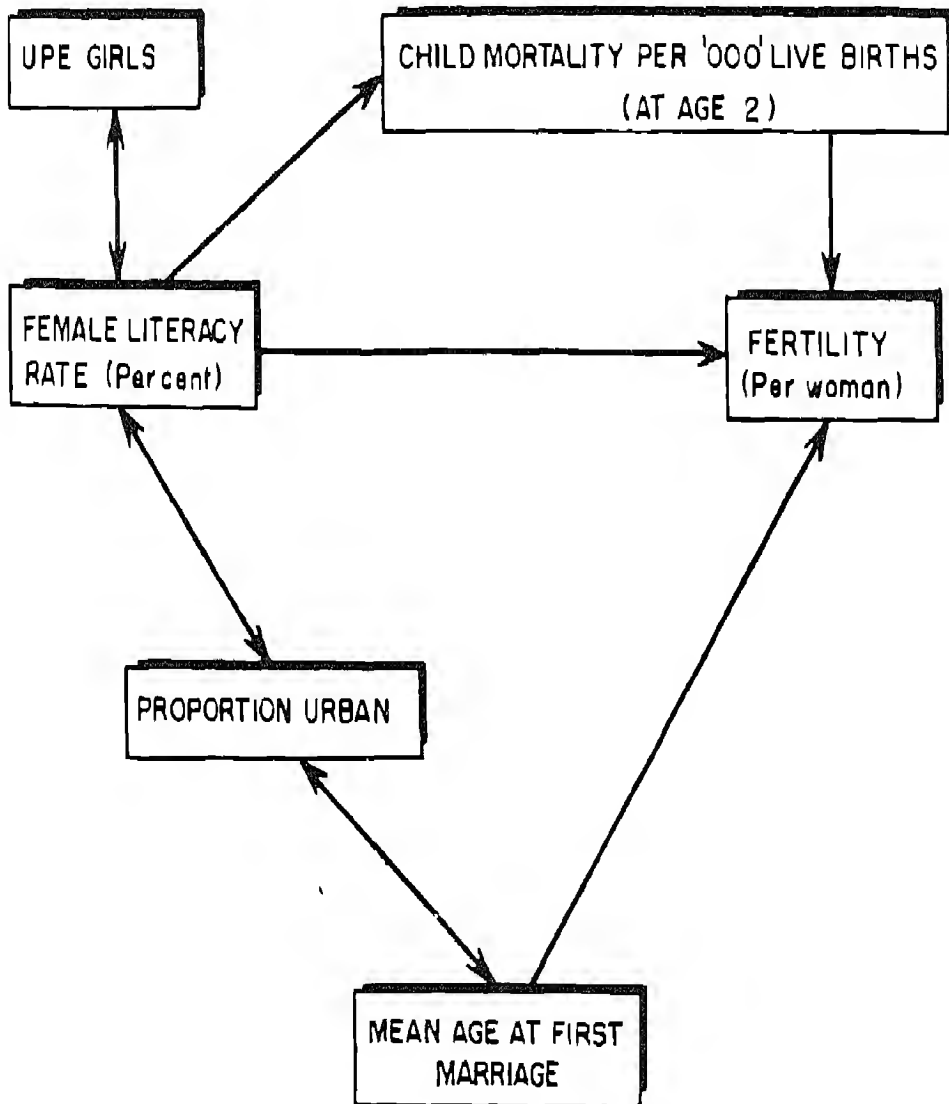
Source: Registrar General, Census 1981, Occasional Paper No. 2, 1989.

As the Table 3.1 shows, the fertility decline is marginal between illiterates and literate upto middle level educated women it declines by an average of one child with every successive higher levels of education.

Two major arguments support the need to accelerate the UPE Programme for rural girls who account for 80% of the girls in the primary education age group of 6-14 years.

- (i) Completed primary education of five years or equivalent leads to permanent literacy.
- (ii) Fertility decline occurs remarkably with completed middle school (upper primary) education. Therefore, the constitutional promise of free and compulsory education must be translated into concrete action.
- (iii) Completed upper primary education increases chances of receiving vocational and technical education. As several fertility studies show, education and employment of women in non-agricultural occupations lead to a smaller family size. In this context, literacy and skill training of rural girls and women becomes imperative.

FEMALE LITERACY AND FERTILITY



* Adapted from Sharma and Ratherford, 1991

Fig 10

Declining Sex Ratio

Measured as number of females per thousand males, sex ratio is a powerful indicator of women's overall status. India is one of the few countries in the world where sex ratio is adverse to females. Women outnumber men in most countries of the world on account of being genetically stronger of the two sexes. Sex ratio is favourable to males at birth. Biologically, 102 to 107 male babies are born per 100 female babies. By the age twenty, the male advantage is neutralized on account of higher male mortality. The sex ratio in most populations ranges from 1025 to 1075 females per thousand males.

In India, the sex ratio is not only adverse but has declined tremendously since the beginning of the present century. The 1991 census has registered the lowest ever sex ratio of 929 since 1901. The sex ratio which was 972 in 1901 continuously declined till 1971 and showed a small improvement in 1981. The sex ratio declined by 43 points between 1901 and 1991; 15 points since 1951, 11 points during 1961-71 and 5 points since 1981. (See Figure 11).

In 1991, only Kerala has the ratio of 1040. Assuming the sex ratio at birth of 105 males to 100 female babies does not change on account of continued higher female mortality rates, sex ratio of 950 and more could be considered not so adverse for women in India. The present Census shows only 8 States and 3 Union Territories have sex ratio of more than 950; 11 States and one Union Territory have sex ratio between 900 and 950; and 6 States and 3 Union Territories have sex ratio below 900. However data for 15 major states shows a positive relationship between female literacy and sex ratio (See Figures 12 & 13 and Table 3.2 below).

TABLE 3.2
Sex Ratio in States and Union Territories of India, 1991

950 and Above		900-950		900 and Below	
Kerala	(1040)	Meghalaya	(947)	Nagaland	(890)
Himachal Pradesh	(996)	Tripura	(946)	Punjab	(888)
Pondicherry	(982)	Lakshadweep	(944)	Uttar Pradesh	(882)
Andhra Pradesh	(972)	Gujarat	(936)	Sikkim	(880)
Daman and Diu	(972)	Maharashtra	(936)	Haryana	(874)
Orissa	(972)	Madhya Pradesh	(932)	Arunachal Pradesh	(861)
Tamil Nadu	(972)	Assam	(925)	Delhi	(830)
Goa	(969)	Mizoram	(924)	A and N Islands	(820)
Manipur	(961)	Jammu and Kashmir	(923)	Chandigarh	(693)
Karnataka	(960)	West Bengal	(917)		
Dadra and Nagar Haveli	(953)	Rajasthan	(913)		
		Bihar	(912)		

Source : 1991 Census Provisional Population Totals, Paper 1 of 1991

Declining Sex Ratio 1901-1991

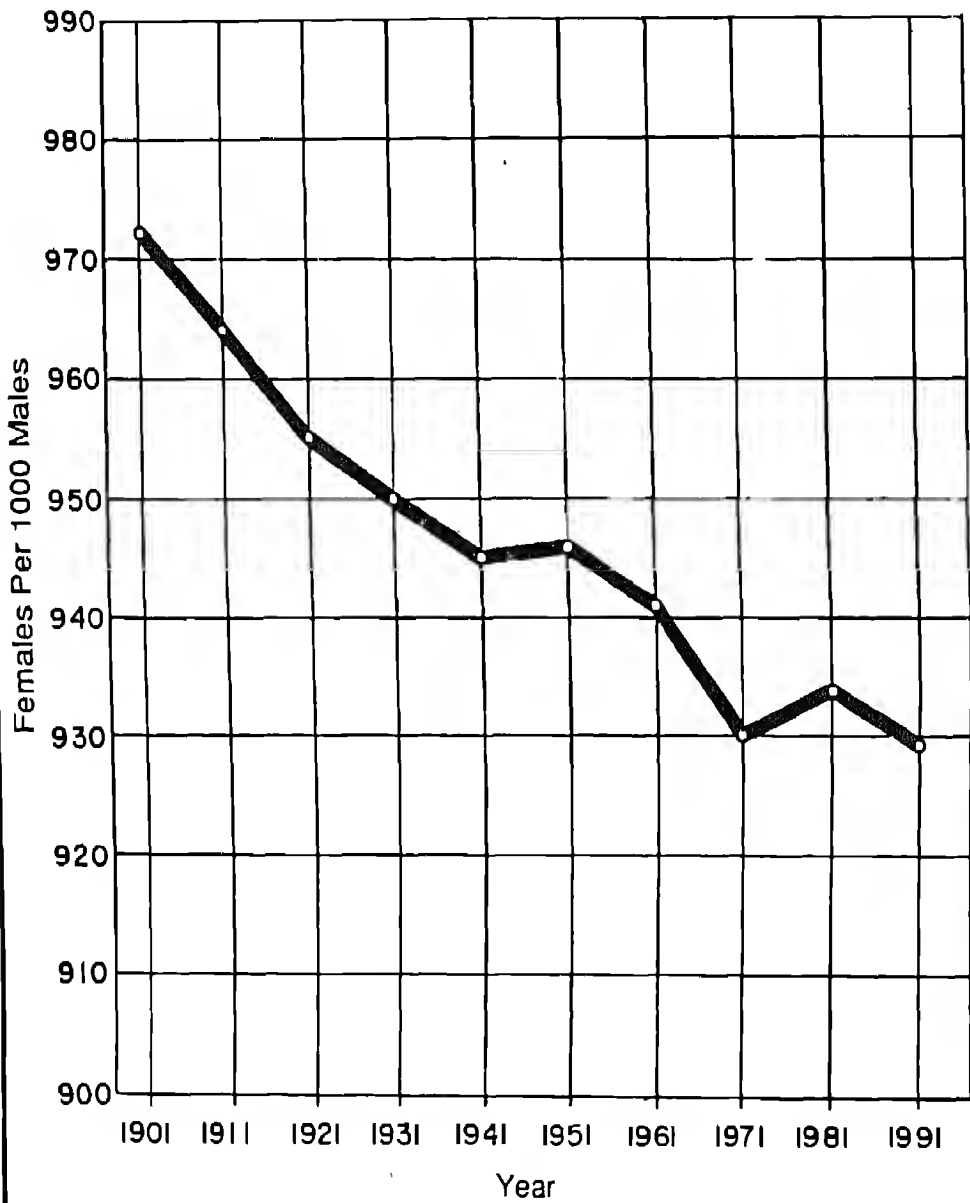


Fig. 11

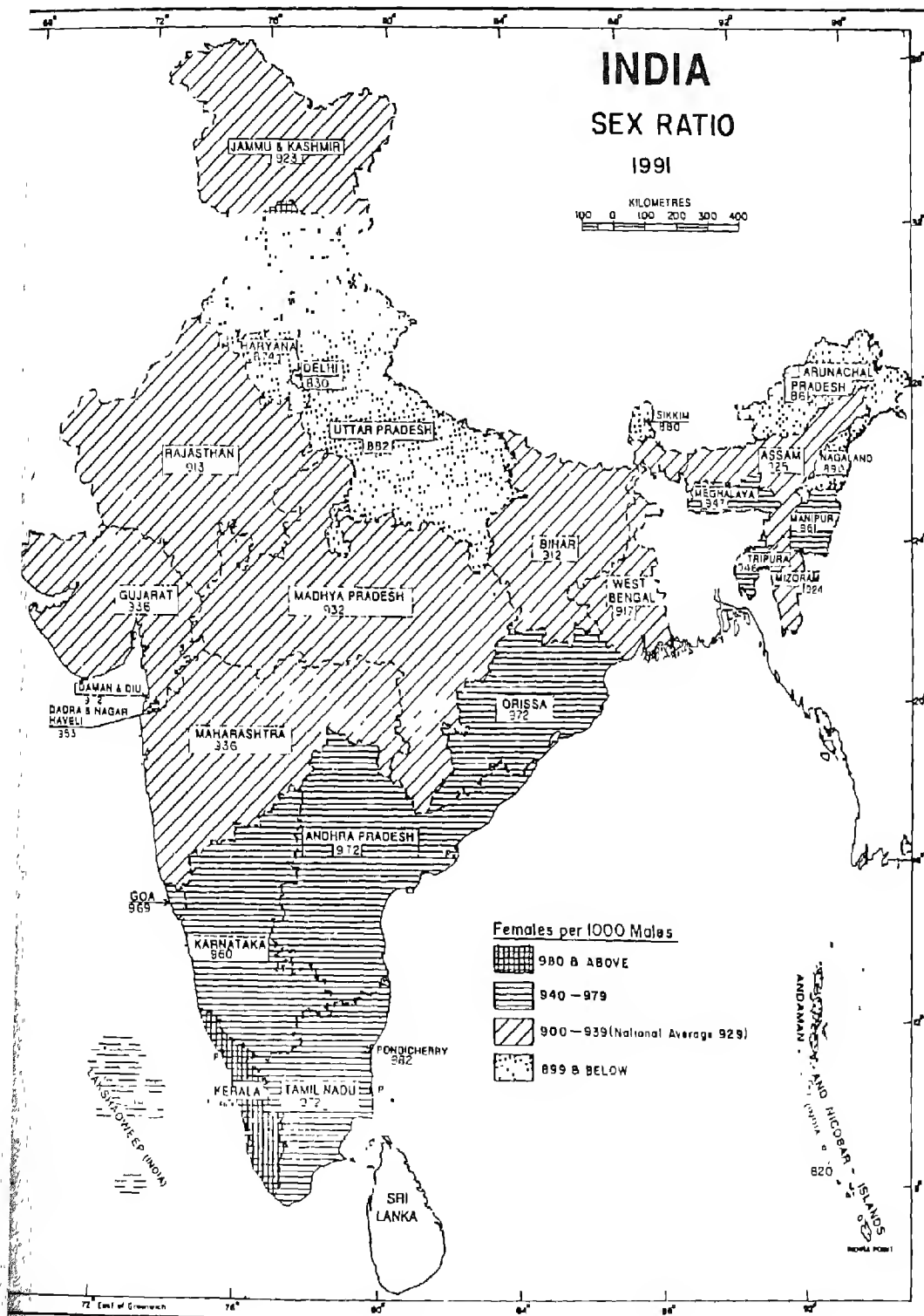


Fig 12

FEMALE LITERACY AND SEX RATIO

1991

(in major states)

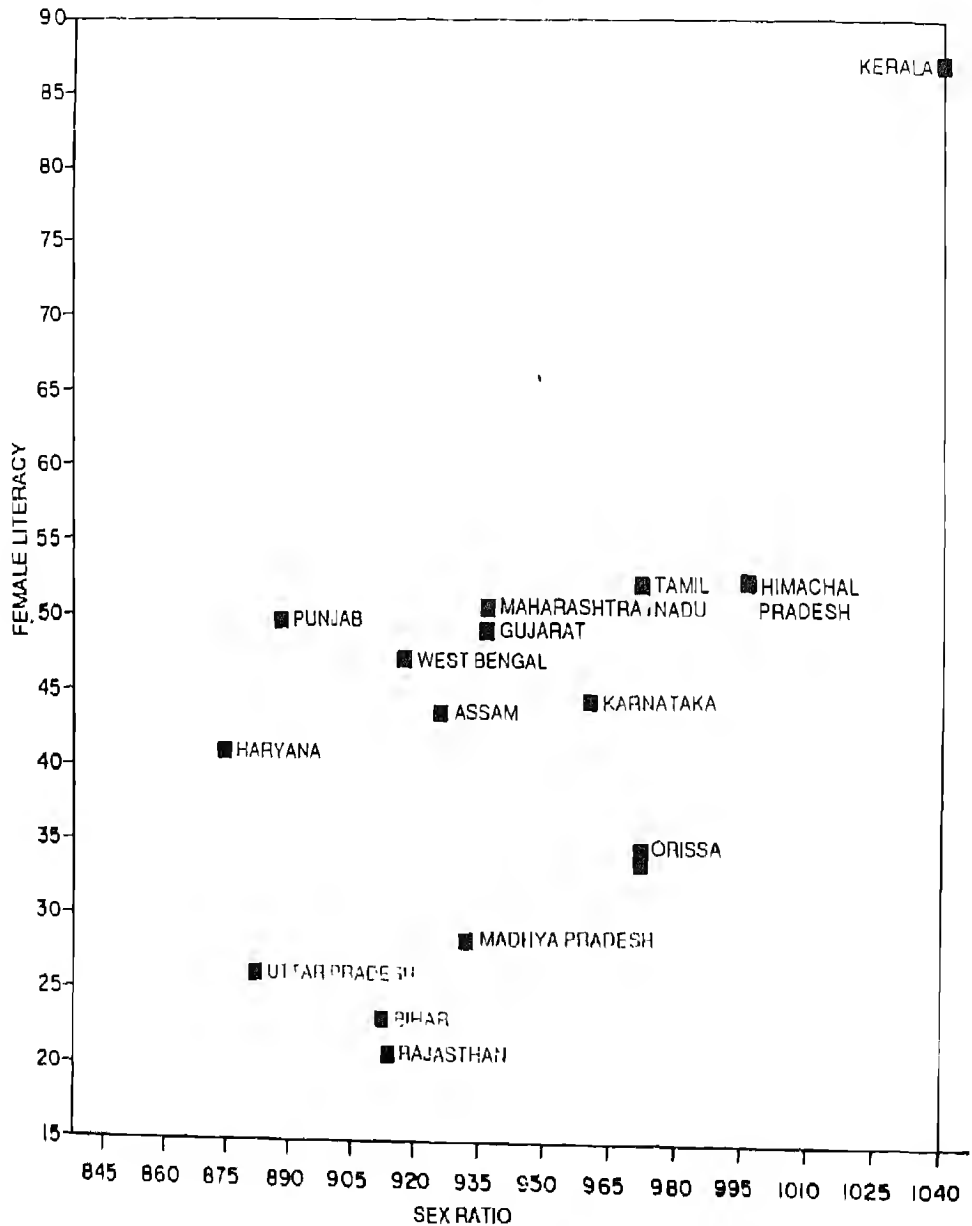


Fig. 13

Disaggregation of sex ratio according to rural urban residence is misleading as large scale male out migration from rural areas leads to more adverse sex ratio in urban areas. However, district level data is very revealing and indicates spatial disparities in sex ratio (Nayar 1991). District-wise data on the sex ratio shows highly localised sex ratio of 1000 and above in all districts of Kerala; Dakshin Kannada in Karnataka; hill districts of Uttar Pradesh, viz., Garhwal, Chamoli and Pithoragarh; Hamirpur, Kangra, Una, Mandi and Bilaspur in Himachal Pradesh, in the compact tribal tracts of Madhya Pradesh, Orissa and Andhra Pradesh, and in five southern districts of Tamil Nadu. While majority of the districts below 22° latitude have favourable sex ratio, majority of the districts to its north have an adverse sex ratio. Therefore, we see a highly sexist North (plains) and a relatively egalitarian South. (Premi 1991 ; Nayar 1989 and 1991 b)¹.

Of the 44 districts with sex ratio of less than 850, half are in Uttar Pradesh alone. The highly urbanised districts of Greater Bombay, Calcutta, Delhi and Chandigarh also fall in this group. Barring Jaisalmer and Jind, all other districts of Haryana, Uttar Pradesh, Rajasthan and Madhya Pradesh form a continuous belt of sex ratio below 850. (1991 Census Provisional Population Totals)

High sex ratio districts show lower population growth on account of natural increase and vice versa

The demographers attribute the decline to a possible change in sex ratio at birth or underenumeration of females in the Census as male female mortality differentials have not increased. One may suggest that undercounting of females is itself a negative value and reflects the disdain or indifference towards the females in several parts of the country. Undercounting was perhaps maximum in the northern low sex ratio districts. For instance, if you ask a rural woman in these parts as to how many children she has, female children are not counted and only the number of sons is mentioned. As is evident from mortality indicators, the male female differentials are substantial. It appears there is serious under enumeration of female deaths especially in rural areas, as it is not considered important to announce or lament female deaths (Nayar, 1991 b)

In a certain north western state for instance, there may be wailing and crying if a buffalo dies but human females pass away unnoticed. That there is an excess of 32 million males in the population, is no accident of nature (sex ratio at birth etc.) but is truly man made.

Age Specific Death Rates

Females suffer greater loss of lives in all age groups from birth to the age of 34 years, with the trend reversing after that. As Table below shows, the age specific death rates for rural areas are twice as high as those for urban in the age group 0-4 years. Similar trend is noticed in successive age groups upto the age 34 after which male mortality rates start overtaking female mortality rates.

¹ Mahendra K. Premi; The Growing imbalance in India's male-female ratio—*Economic Times* 18 April, 1991 and Usha Nayar, "Declining Sex Ratio: Implications for Education and Media" *One Day Seminar on Declining Sex Ratio*, NCERT, May, 1991 (b)

TABLE 33

Estimated Age Specific Death Rates by Sex 1983

Age Group	Rural		Urban		Combined	
	M	F	M	F	M	F
0-4	40.5	43.1	21.1	21.7	36.5	38.7
5-9	3.4	4.0	2.0	1.8	3.1	3.5
10-14	1.7	2.0	0.9	1.2	1.5	1.8
15-19	2.1	3.0	1.4	2.0	2.0	2.8
20-24	2.8	4.0	1.8	2.4	2.5	3.6
25-29	2.9	4.0	1.8	2.4	2.6	3.6
30-34	3.8	4.2	2.8	2.4	2.6	3.7
35-39	4.8	4.7	3.8	3.0	4.6	4.3
40-44	6.2	5.4	6.2	3.7	6.2	5.1
45-49	9.4	7.0	7.9	5.6	9.0	6.7
50-54	15.1	11.4	14.5	8.6	15.0	10.8
55-59	21.1	16.8	23.2	13.6	21.5	16.2
60-64	36.2	28.8	33.8	25.2	35.7	28.1
65-69	54.3	42.9	42.0	34.4	52.0	41.3
70 +	106.4	94.6	91.3	76.1	103.6	90.9
All Ages	13.1	8.3	7.6	12.0	11.9	

Source: Sample Registration System 1983, p. 72.

Approximately, a quarter of India's population comprises girls below the age of 19. Despite being biologically strong, 3,00,000 more girls die annually and it is estimated that one in every six female deaths is caused by gender discrimination and gross neglect. Every year 12 million girls are born in India, 25% of this number do not live upto their fifteenth birthday. Girls, as compared to boys, are at greater risk of dying during infancy in the states of Haryana, Bihar, Gujarat, Jammu and Kashmir, Rajasthan, Punjab and Uttar Pradesh. Thirteen per cent of the female deaths before the age of twenty four are caused by complications of pregnancy and child birth. (Unicef, 1990)

Higher female mortality rates can be linked to the neglect of females as infants, as children, as adolescents and as mothers. Low valuation of female life in a severely pro-natalist context with a strong son preference leads to the neglect of female children and their mothers (Ramabhadran, 1984; Nayar 1989a). Intra household distribution of food, health care, education and leisure time are highly skewed in favour of males. Female infanticide is, still practised in some pockets of the country. Female foeticide is a growing menace and if the present trends continue these could cause significant demographic imbalances. Of 40,000 female foetuses aborted in Bombay in 1984, 16,000 were aborted in one clinic alone. In a particular hospital only one out of 8,000 abortions was performed to terminate a male foetus. Son preference is a trans-cultural phenomenon, more marked in several Asian Countries. In India, the birth of son is considered prestigious for a woman. The dominant land owning castes in rural areas lay emphasis on continuity of lineage and even resort to adoption or *ghar jamai* (resident son-in-law) system. Sons are needed to perform the last rites of the parents and are considered economic assets. A comparative index of son preference, however, shows a varied score of 31.3 in Rajasthan compared to 11.5 in Tamil Nadu and 20.2 for all India. The land ownership and concomittent lineage system would be an important factor in high fertility rates and low status of the girl child. The demographic implications of a son assumed to survive father's age at 65, has been estimated to have an average family size of 6.3 children according to a computer simulation model on son preference. (See Ramabhadran, 1984)

There are popular sayings like, *Pendo bhalo na kos ko, Beti Bhalo na ek, Deno bhalo na baap ko, Sahib rakho tek* which run down the birth of a female child and likens it to a curse (Gahlot, 1986). Mothers fear the birth of a daughter. 'As the turyan leaf trembles with the gust of wind, my heart trembles at the thought that I may give birth to a daughter.' Traditionally, the midwife is paid well and birth of sons is heralded with drums and rejoicing, that of a girls is unwelcome and at best greeted with a deafening silence. A female in North Indian song laments—

"Listen, O Sukhma, what a tradition has started

Drums are played at the birth of a boy

But at my birth only a brass plate was beaten" (Unicef, 1990).

While girls are highly unwelcome in the north western plains, the story is not so grim in the south and among tribal populations all over the country. This fact is amply borne out by the fact that in districts with predominantly tribal populations, the sex ratio is favourable to women and girls are welcomed at birth equally with boys.

Infant Mortality Rate

Although male female differentials have levelled off in the last decade, the IMR continues to be very high at 98. As SRS data of 1988 indicates rural IMR as 102 and it is 61 in urban areas. Among the rural populations, the highest IMR of 152 is reported for the Scheduled Caste groups.

Female literacy and urbanisation positively reduce the IMR. Urbanisation denotes higher availability of all development infrastructure including, water, roads, electricity, education, health, transport, communications, and better employment chances and higher income levels. The inter-state comparisons in Table 3.4 show (a) higher the female literacy, lower the IMR and (b) rural urban differences in IMR are the sharpest in low female literacy States, and are fairly wide in most States except Kerala.

TABLE 3.4
Female Literacy Rate (1987-88) and Infant Mortality Rate (1988)
by State/Union Territories

State/Union Territory	Rural		Urban	
	IMR	Female Literacy	IMR	Female Literacy
Andhra Pradesh	87	20.8	63	50.5
Assam	101	44.9	67	68.1
Bihar	100	14.3	70	40.6
Gujarat	101	31.2	64	60.4
Haryana	96	26.8	64	57.6
Himachal Pradesh	81	38.3	41	67.5
Jammu and Kashmir	76	23.5	54	46.6
Karnataka	83	28.6	46	56.6
Kerala	30	73.0	22	79.6
Madhya Pradesh	127	15.6	83	54.0
Maharashtra	76	32.7	49	62.7
Orissa	127	26.9	70	53.5
Punjab	63	38.1	59	60.1
Rajasthan	111	9.8	67	40.9
Tamil Nadu	84	37.0	51	62.5
Uttar Pradesh	132	17.2	79	42.7
West Bengal	76	30.8	43	61.9

Note: (1) Literacy percentages have been calculated on the total population inclusive of the population in age group 0-4 years

Source: (1) Registrar General's Sample Registration Bulletin December, 1988

(2) National Sample Survey, 43rd Round

Infant Mortality Rate and Educational Level of Mother 1981

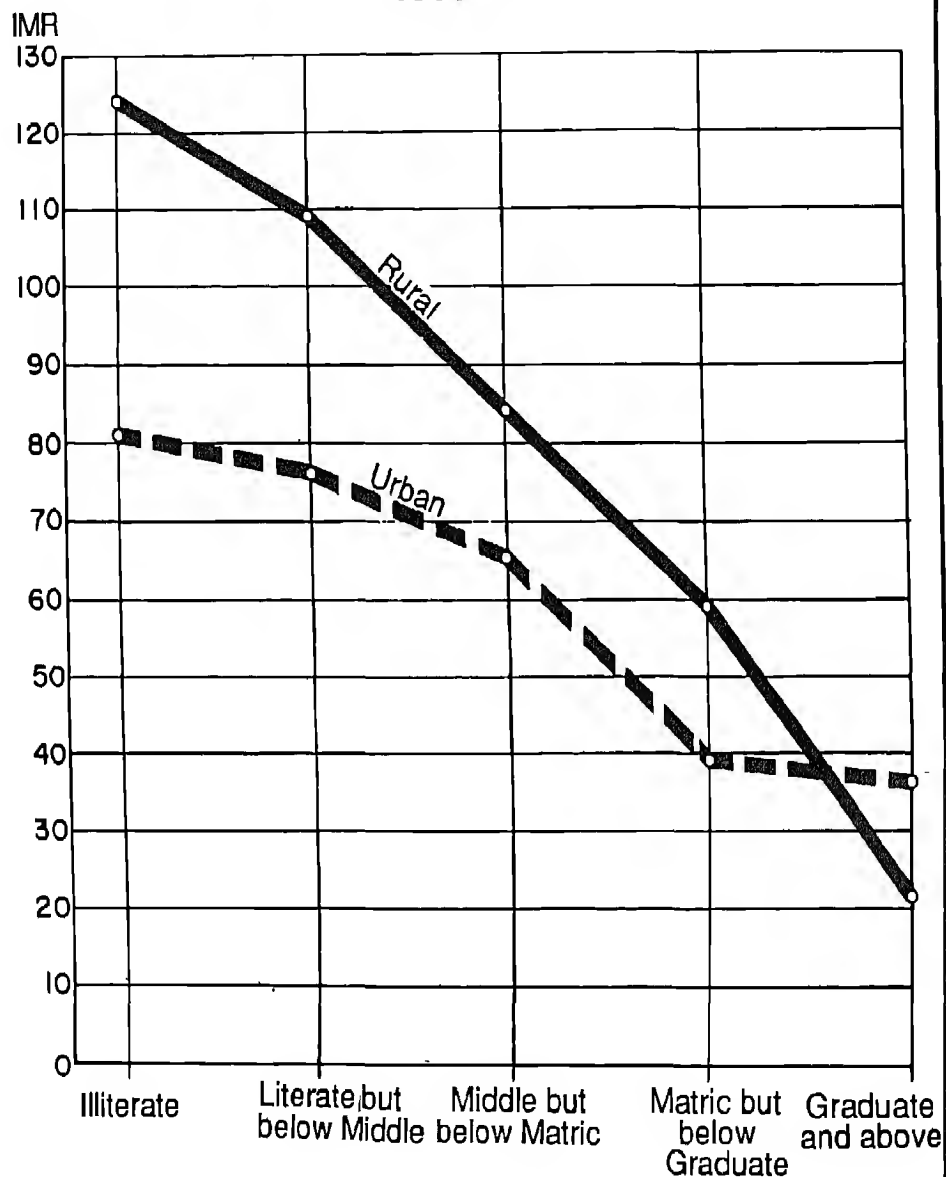


Fig. 14

Education pushes up the female mean age at marriage and higher the female mean age at marriage, lower the IMR. Further, IMR is sensitive to variables like the household income, availability of social amenities like water supply, motorable road, bus stand, railway station, primary school and medical facilities in rural areas IMR is also affected by the source of drinking water, for instance. (See Table 3.5)

TABLE 3.5

A. Infant Mortality Rate by Level of Education of the Women, India, 1984

Level of Education	Infant Mortality Rate		
	Rural	Urban	Combined
Illiterates	124.3	88.5	119.9
Literate but below Primary	84.5	67.5	79.7
Primary but below Matriculation	61.1	38.8	52.5
Matriculation and Above	38.6	13.0	21.0

B. Infant Mortality Rate by Age at Marriage of the Woman, India, 1984

Age at Marriage (Years)	Infant Mortality Rate		
	Rural	Urban	Combined
Below 12	144.0	61.3	135.3
12-14	127.2	82.1	121.7
15-17	112.4	74.3	105.5
18-20	103.3	61.8	93.6
21-23	93.4	42.3	78.2
24 +	99.1	35.0	81.9

C. Infant Mortality Rate by Total Annual Income of the Household, India, 1984

Annual Income (Rs.) of the household	Infant Mortality Rate		
	Rural	Urban	Combined
5,000 and below	128.6	85.4	124.2
5,001—10,000	108.1	71.5	100.7
10,001—and Above	91	51.5	79.7

D. Infant Mortality in Rural Areas by Availability of Social Amenities, 1984

Amenities	With	Without
Water supply	113	140
Motorable road	116	145
Bus stand	113	144
Railway station	91	136
Primary school	133	148
Medical facilities	117	141

E. Infant Mortality by Source of Drinking Water, 1984

Source of Drinking Water	Rural	Urban
Tap	112	66
Hand pump	121	81
Well	143	84
Pond/Tank/River	115	106

Source: Children and Women in India, Unicef, 1990.

CHILD MORTALITY RATE BY EDUCATIONAL LEVEL OF MOTHER: 1981

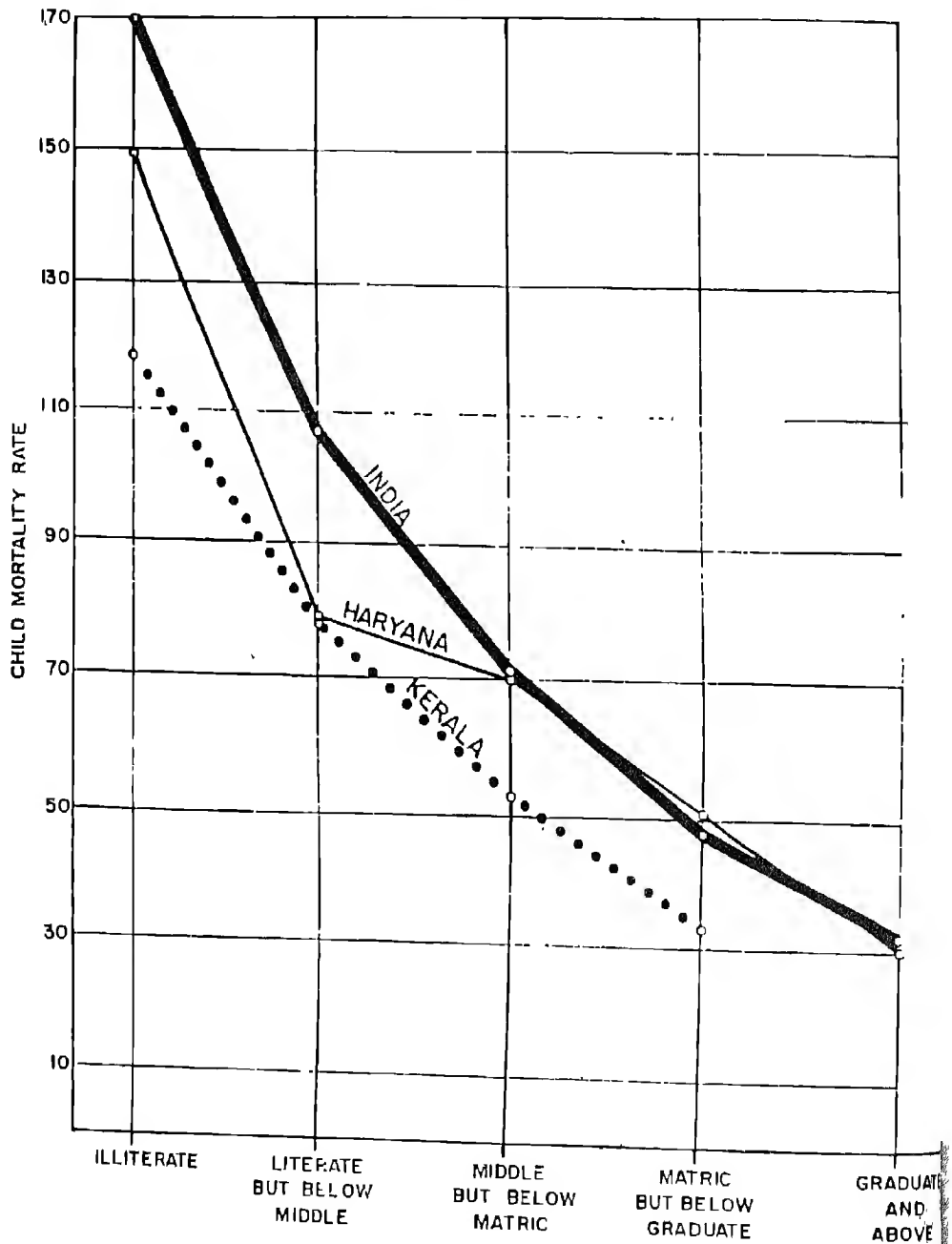


Fig 15

Child Mortality

The number of deaths by age two per 1000 live births (2) is considered to be the most reliable indicator of child mortality. The variations of (2) widely range from 22 in District Hyderabad to 200 in East Kameng District in Arunachal Pradesh. Out of 402 districts (excluding Assam) of (2) is more than 146 in 110 districts. Of high mortality districts of (2), 89 are in four states, namely Uttar Pradesh, Madhya Pradesh, Orissa and Rajasthan, 13 districts have of (2) of more than 200.

It is however particularly between the third and the fifth year that a female child is exposed to a much greater risk of death than a male child. The incidence of child mortality by age five was found to be extremely high in the northern States (22 out of 25 districts of Rajasthan, 30 out of 31 districts in Bihar, all 12 districts of Haryana and 53 out of 56 districts of Uttar Pradesh) and markedly low in the southern states of India. Child mortality is low in the southern States of India. The child mortality map of India seems to show a highly sexist north and a not so sexist south when divided by a line drawn from Bharuch in Gujarat on the Western Coast to Birbhum in West Bengal in the East. The area from Kanyakumari in Tamil Nadu to Srikakulam in Andhra Pradesh, as well as tribal areas in the whole country, do not have excess of female child mortality, with the exception of a few districts like Salem (Tamil Nadu) and Ganjam (Orissa). *This spatial distribution of CMR ties up with the findings of the 1991 census on sex composition of the population.*

Child Mortality Rates by age 2 and by age 5 tend to reduce remarkably as illiteracy levels of female recedes and educational levels of mothers go up. (See Table 3.6)

TABLE 3.6
Child Mortality by Educational Level of Mother—India, 1981

<i>Educational Level of Mother</i>	<i>By Age 2</i>	<i>By Age 5</i>
Illiterate	138	170
Literate but below middle	96	107
Middle but below matric	63	71
Matric but below graduate	43	48
Graduate +	28	32

Source: Registrar General, Census 1981, Occasional Paper No 2, 1989

Maximum loss of infants and children is reported for teen-age mothers. Thirty per cent of the female deaths, before the age of twenty are caused by complications of pregnancies and child birth. And yet bulk of the girls are married before 19 years of age and are plunged into the cycle of unsafe motherhood, recurrent pregnancies, low birth weight babies, greater loss of children and longer fertility span. Child survival ratio in India is around 85% and *there is a clear relationship between child mortality survival and the family size.*

Early Marriage

The legally stipulated age at marriage for women and men is 18 years and 21 years respectively. Female age at marriage has risen from 13.1 years in 1901 to 16.7 years in 1981. The inter-state variation ranges between 16.09 years in Rajasthan to 21.85 years in Kerala for females. Age at marriage for women is higher in urban areas possibly due to better educational and occupation infrastructure availability (See Appendix Table 2). In 1981, nearly 8% of rural female children in the age group 10–14 years and 49% in 15–19 years age group were reported to be married. Rajasthan recorded 18.3% females married in the age group 10–14 years, the figures were

as high as 46 to 50% in certain districts. In the same state, 65% of 15-19 years old girls were found married in 1981. Early marriage spells high risk motherhood, higher infant and maternal mortality and morbidity and finally a physically depleted citizenry and work force. Age at marriage is substantially higher for urban educated women.

TABLE 37
Percentage of Married Females by Age Group and Area in
1961, 1971 and 1981

Age group	Rural			Urban		
	1961	1971	1981	1961	1971	1981
All Ages	46.91	45.70	46.49	43.20	42.43	43.46
10-14	22.00	13.47	7.82	6.79	3.73	2.17
15-19	73.65	61.03	48.92	51.60	35.91	27.89

Source: Census of India 1981

As the above Table indicates, the incidence of child marriage (below 14 years) has declined appreciably, from 22% in 1961 to 7.82% in 1981 among rural female, and, from 6.79% to 2.17% among urban females. The inter-state variations however, range from a high of 18.31% in Rajasthan to a low of 0.30% in Kerala. In 1981, nearly 2 million female children below the age of fourteen were found married. The proportion of married females in the age group 15-19 years declined for both rural and urban females. The inter-state variations range from a high of 77.88% in Madhya Pradesh to 14.13% in Kerala for this age group.

The relationship between education and mean age at marriage is clearly established through national figures as given below and inter-state comparisons. The high female literacy states have a higher mean age at marriage and vice-versa. (Table 1 Appendix)

TABLE 38
Mean Age at Marriage of Currently Married Women by
Education Level in 1971 and 1981

Level of Education	Rural	Urban
Illiterate	16.5	16.7
Literate Primary	17.4	17.5
Primary-Matric	17.7	17.9
Matric-Graduate	19.0	19.4
Graduate +	20.9	21.2
All Levels	16.7	17.6

Source: Registrar General, Occasional Paper 2 of 1988

Age at marriage for women is higher in urban areas possibly due to better educational and occupation infrastructure availability. Early marriage spells high risk motherhood.

Several micro level studies have found that a girl's diet is inferior, both in quality and quantity, to a boy's diet and that higher numbers of girls and women suffer from malnutrition as compared to men and boys in the same age groups ¹

¹ See Unicef SAARC Year of the Girl Child 1990

Fewer girls than boys receive timely and/or adequate health care, if they are treated, it is usually by a traditional healer—boys are likely to be taken to a more qualified doctor. Hospital records show that more boys are brought in for treatment than girls, who are usually admitted only when the illness has become critical. "On them rests the expansion of the vansh (family name) and lineage", feel most of the parents.

Studies show that the expenditure on the treatment of girls is often less than half that of boys. As a consequence of low valuation of females at birth, the childhood and adolescence of girls is filled with misery. The sudden upswing of female deaths in the age group 15–19 years bear testimony to the high mortality rate of teenage mothers. The sex ratio drops from 975 in 0–4 age group to 944 in the 5–9 age group to 912 in the 15–19 groups. (UNICEF, 1990)

For rural Indian girls, adolescence can at best be defined as the period which starts with the premature end of education and premature start of pregnancy and child bearing. A large proportion of these girls aged 10–16 years are pushed into early marriage and are at obstetric risk and give birth to low weight babies. (Ibid)

In rural India less than 33% births are attended by trained medical personnel and only 15% received institutional care. Whereas in Kerala, more than 85% of births are attended by trained personnel, 80% in Haryana, 74% in Punjab, in Tamil Nadu, Karnataka and Gujarat 50% births are medically attended. In Andhra 64%, Himachal 66%, West Bengal 72%, J & K 77%, Bihar 79%, Uttar Pradesh 80.4%, Assam 81%, Orissa 83%, Madhya Pradesh 86% and in Rajasthan 89% births in rural areas are attended by untrained workers and others and not by trained medical personnel.

Health and Medical Care

In 1984 out of the total of 7181 hospitals in the country as on 1.1.1984, only 1894 or 26% were located in rural areas where 77% of the population lives and 74% of 7181 hospitals were in urban areas catering to 23% of the population. Likewise, of the total 500628 hospitals beds, only 68233 or only 13.6% were in rural areas.

There were a total of 12,943 dispensaries and 25,277 beds to serve 576,000 villages. And there are villages without piped water, electricity, roads, primary health care centres and sub centres. During 1984-86, there were a total of 5461 Rural Family Welfare Centres, 7284 Primary Health Care Centres, 655 upgraded PHCs and Community Centres, 82946 sub-centres and 3745 subsidiary Health Centres functioning in rural areas.

Declining Work Participation Rate

The labour force participation rate for women has declined from 31.7 in 1901 to 20.9 in 1981. The participation rate of women has been significantly lower than that of men (Table 3.9)

TABLE 3.9
Percentage of Economically Active Population 1901-81

Year	Percentage of Economically Active		Worker Sex Ratio
	Male	Female	
1901	61.1	31.7	504
1911	61.9	33.7	525
1921	60.5	32.7	516
1931	58.3	27.6	450
1951	54.0	23.3	408
1961	57.1	27.9	460
1971	52.8	14.2	215
1981	53.2	20.9	367

Source: Census Reports, 1981

GIRLS PER 1000 BOYS IN DIFFERENT AGE GROUPS-1981

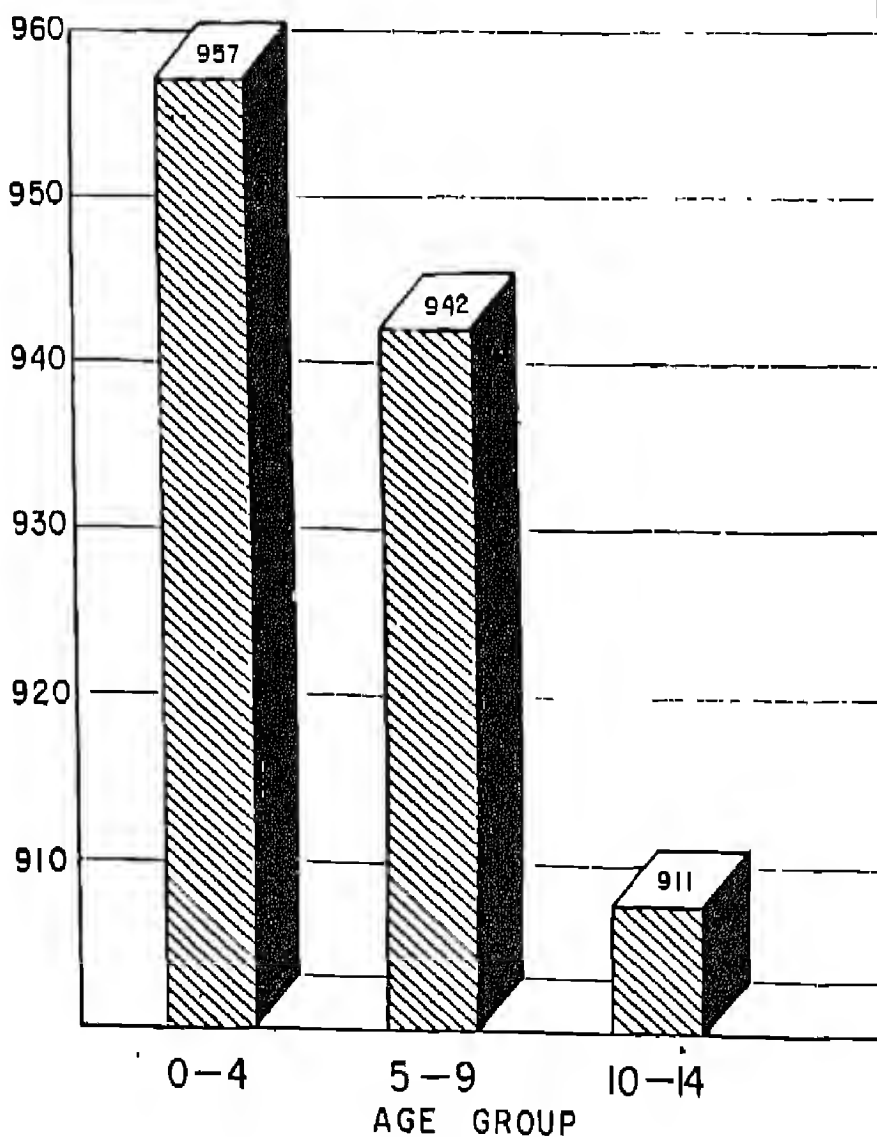
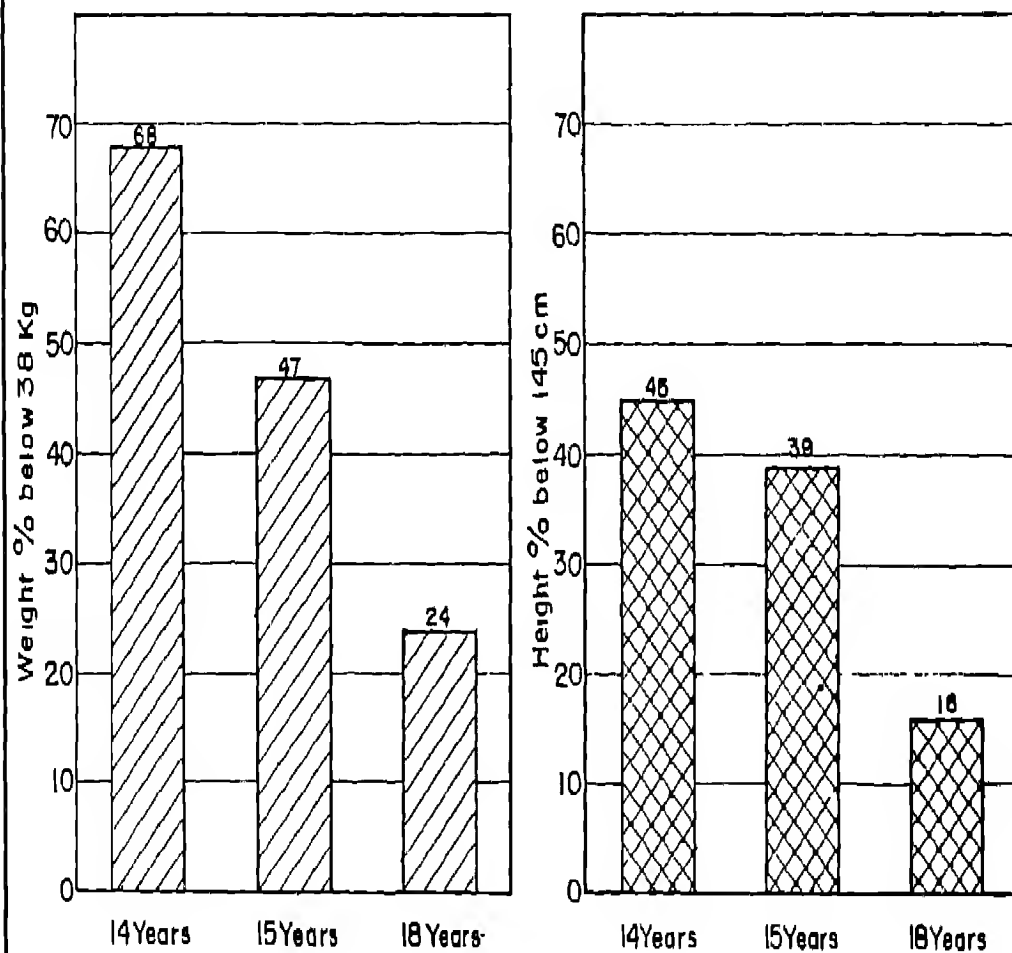


Fig. 16

PERCENTAGE OF RURAL GIRLS AT OBSTETRIC RISK AT DIFFERENT AGES



SOURCE: Women and Nutrition in India, edited by C. Gopalan & S. Kaur, New Delhi, NFI, 1989

Fig 17

Rural female work participation rates are substantially higher than those for urban females.
(Table 3 10)

TABLE 3 10
Female Work Participation Rates in Major States in 1981

State	Total	Rural	Urban
Andhra Pradesh	39.1	40.0	11.8
Bihar	13.5	14.7	4.8
Gujarat	20.1	25.8	6.5
Haryana	25.3	30.7	11.8
Kerala	16.6	18.2	11.9
Madhya Pradesh	31.0	36.2	9.6
Maharashtra	30.6	40.9	10.1
Orissa	19.8	21.1	9.5
Punjab	7.0	6.9	4.2
Rajasthan	21.1	25.0	5.9
Tamil Nadu	26.5	33.6	12.0
Uttar Pradesh	8.1	9.0	5.6
West Bengal	8.1	8.9	5.6

Source: Census of India, 1981, Part III, A & B (i), Tables B3 and B6

Women are involved in three types of work:

- Non household employment for wage work or self employment
- Self employment in agriculture and household based industries
- Domestic work

Domestic work is done by all women, even by those in categories (a) and (b), but have been excluded from economic activity in all census enumerations. In India, the phenomenon of low work participation among women is also accompanied by their concentration in low skilled, low paid, low status occupations. The segmentation of the labour force into 'main' and 'marginal' workers could easily be referred to as segmentation on grounds of sex and rural urban basis. In 1981 women formed only one third of 220 million main workers and three fourths of the 2.7 million marginal workers. The number of marginal workers was three times higher among rural women when compared to rural males and nine times that of urban women. Of the female population, 252 million were listed as non-workers.

Further, ninety four per cent of all women workers are employed in the unorganised sector with little defence against exploitation by unscrupulous employers 81.59% are employed in agriculture and the rest in non-agricultural occupations. Half of women workers are agricultural labourers and a fifth are cultivators.

Rural women are largely engaged in the unorganised sector in various agricultural occupations. Access to organised sectors requires a minimum of 10 to 12 years of general and technical education.

In rural areas, displacement of women took place from their traditional vocations with the introduction of mechanisation and modern technologies with a distinct male and urban bias in provision of requisite education and training. This led to the start of a process of marginalisation of rural women started by male dominated colonial administrations which lay heavy emphasis on growing of cash crops that adversely affected the standard of living and nutritional status of rural households.

During three quarters of the century, (upto 1971) female employment has increased from 74.5% to 83% in the primary sector and the declined from 18.3% to 7.7% in the secondary sector and from 12.3% to 9.4% in the tertiary sector. During 1971-81, a small shift is noticed among women away from agriculture to industry, and a small decline in the tertiary sector. *Economic development in general and industrial development in particular has had a negative impact by pushing women into the primary sector.* Even among women agricultural workers, the proportion of women cultivators has gone down during 1971-81 and their share of agricultural labourers has gone up (Sundaram, 1989: 77) indicating further pauperization of peasant households forcing women to seek wage work.

TABLE 3 11
Industry wise Distribution of Male and Female Workers
in 1961 and 1981, All India

	Female		Male		Sex Ratio	
	1961	1981	1961	1981	1961	1981
i) Cultivators	55.7	37.5	51.5	43.7	499	301
ii) Agriculture Labourers	23.9	44.8	13.4	19.8	820	792
iii) Mining, Quarrying, Lime Stock, Dairying, Fishing etc.	2.0	2.1	3.1	3.0	297	279
iv) Manufacturing, Processing, Servicing and Repair						
(a) Household Industry	7.8	4.4	5.7	3.2	633	490
(b) Other	1.3	3.1	5.6	8.9	110	124
v) Construction	0.4	0.7	1.4	1.8	134	132
vi) Trade and Commerce	1.4	1.8	5.3	7.3	120	84
vii) Transport, Storage and Communication	0.1	0.3	2.3	3.3	22	31
viii) Other Services	7.4	5.4	11.8	9.1	288	206

Source: Census of India, 1961, Part B(i), Table B-III and Census of India, 1981, Part III, A & B (i) Tables B3 & B6

Note: The 1981 figures include both main and marginal workers

An important aspect of rural pauperization has been the increase in female headed households. Field Studies show 40% of rural households are female headed and are more likely to be dependent on wage work, have less land, are more unable to find work and are in a higher age group with lower educational levels and higher illiteracy (Aggarwal, 1988)

It may also be noted that sex ratio in both agricultural and non-agricultural occupations have shown a steep decline. In 1911, there were 550 women per 1000 males in agricultural occupations and 445 in non-agricultural occupations. In 1981, their numbers had dropped to 326 per 1000 males in the former and only 155 per 1000 males in the later. It shows that women have not benefitted from diversification of occupations in non-agricultural occupations (industrial and tertiary sectors) despite stated equality thrusts of developmental planning.

The Invisibility of Women's Work

The statistical invisibility of women in the labour force is caused by under numeration, inadequate account taken of unpaid family labour, home based production and household work, poor conceptualisation of women's work styles, mistaken perceptions of women's roles by the

respondents and the interviewers who are usually male and tend to underplay information on women.

Rural women work longer hours than men and have lesser time for leisure and women and children together contribute more than the father to the family income (Jain and Chand, 1985). Most of the tasks done by these women are crucial to family subsistence but are interwoven with domestic chores (Mies 1980, Jain, 1985).

Women do two thirds of the worlds' work and get only half of the wages. Most of the work done by women is unpaid, unaccounted and invisible. What looks like domestic work is in fact generation of essential goods and services of child care, drinking water, fodder and fuel. Home based activities of the above variety are now viewed as contributing to the real income and consumption of the household. The 1981 census found 55% of non-worker among women engaged in household work. The National Sample Survey (32nd Round) found household work comprised free collection of fish, small games, fire wood, water, cow dung, work on and maintenance of kitchen garden; work on household poultry, sewing, tailoring, weaving, tutoring of children, fetching water from another village etc. Women, in sum, produce more "use value" goods and services and men are employed in generation of 'cash value' goods and services.

Some economists view the wide gulf between male and female participation as 'largely' 'illusory' arising on account of biases in conceptualisation and conduct of census exclusion of economic activities closely allied to domestic work, and, under numeration of self employed and marginal women labourers (Duvury, 1985: 66). A study using the 32nd round data show that participation rate of women rises from 30.5 to 52.3, when women engaged in domestic tasks such as collection of fodder, water, fuel are added, against the participation rate of 63.7 for men in rural areas, (Sen & Sen, 1985).

A redefinition of the indices of national income and assigning appropriate value to domestic and non-market work is needed. Attempts have been made to define economic and gainful work as 'work contributing to income generation' as gain of some kind (Farouq and Ali 1975). Productive work has also been defined to include income generation activities, expenditure saving activities at home and also the manifold household chores. Mitra observes, 'However, undervalued it may be, the economic contribution of women in both subsistence and monetised economies is, far from supplementary, optional or dispensable. On the contrary, it is both vital and essential, women frequently have to assume the role of breadwinners in addition to their other responsibilities' (Mitra 1979).

The classical definition of women as non-working housewives (and not as breadwinners) leads to their limitless exploitation within the house and the informal sector. The mystique of their being non-workers is used to keep them unorganised and atomised and they are made to work for a pittance (Mies, 1980). The 1991 census, however, has defined unpaid family labour as work for computing economically active population figures. The role of multinationals, ancillarization by big business houses, the exploitation of piece wage earners by garment manufactures and countless other employers in the unorganised sectors is well known when it comes to economic exploitation of women often accompanied with sexual harassment (Heyzer, 1985, Nayar 1988).

In 1981, women accounted for 26% of all economically active persons, 20.58% of the all professional, technical and related workers; 2.49% of administrative and managerial workers, 6.42% of clerical and related workers; 18% of service workers, 13% of production related workers and 24% of agricultural, animal husbandry, forestry workers, fishermen and hunters.

In the organised sector, employment of women has gone up from 1.93 million between 1971 and 1988. Women's share in the public sector has gone up from 6.9% during 1961-66 to 10.2% in 1981-85. Rural women are largely employed in the unorganised sector or work as ancillary workers on piece wage rates for the organised sector.

FEMALE WORK PARTICIPATION RATES BY EDUCATIONAL LEVELS: 1987-88

(15 YEARS & ABOVE AGE)

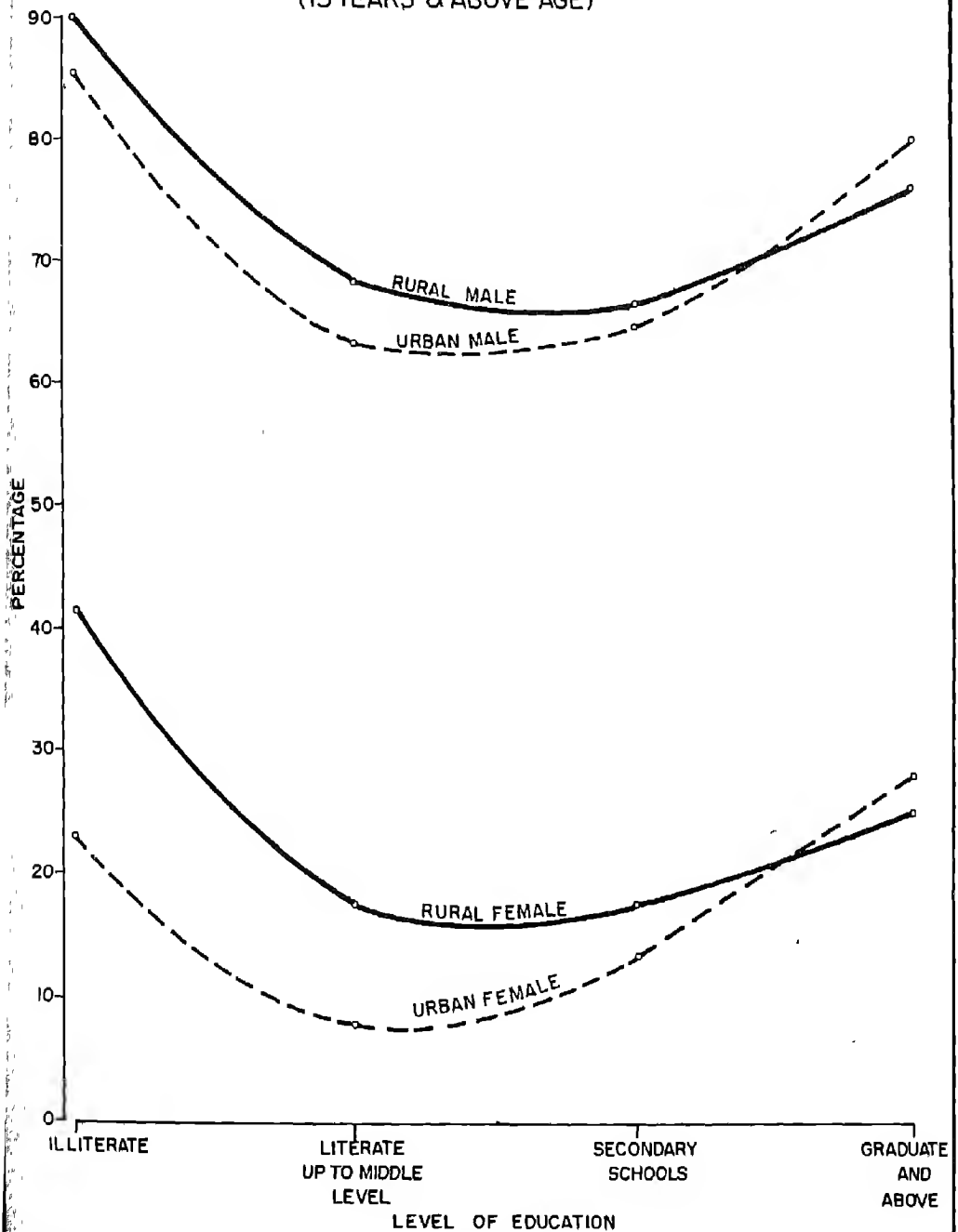


Fig. 18

Women's Education and Work

An analysis of the female labour force participation rates by educational levels indicates the female LPR* is higher among illiterate women in both rural and urban areas and declines among women in literate middle school education bracket and starts rising again with every successive higher level of education, highest, being among women with 'graduate and above' level of education (See Figure 18) it is also to be noted that participation rates are still higher among women with professional and technical education and the rates of unemployment are also relatively much lower among them. *Rural girls have no access to all such facilities as compared to urban girls* This brief analysis of the composition of female labour force sufficiently highlights the *lower skill force among women and more so amongst rural women*. 'There is a need for quantitative expansion and increased opportunities for vocational, technical and professional education. The stock of human capital formation for women is calculated at one fourth of that for men. The rate of skill formation among the rural females is estimated at 3%. Thus, 97% of the rural females are without skills, when skills are defined to include weaving blacksmithing, shoe-making and house-making, carpentry, basket making and other such services. Agricultural work is not included under this list, (Nautiyal, 1984). Participation in modern sector especially at middle and higher levels is determined by access to general education in the first place. Entry into second and third level vocational and technical courses and professional education requires 10 to 12 years of general education and 80% of the rural women are illiterate and barely one in a hundred girls makes it to higher secondary education. (Nayar 1983, 1989, 1990 a)

The Invisible (Girl) Child Labour

Despite legislation forbidding employment of children below the age of 14 years, infactories, times and any hazardous work the incidence of child labour in India is the highest in the world

According to 1981 Census, there were 23.59 million working children in India. The National Sample Survey found 17.36 million working children and using a different yardstick, the Operations Research Group (Baroda) estimates 44.0 million working children in the country who belong to rural and urban poor. The girl child is very often the invisible worker and the family drudge and misses out on schooling. Statistics indicate that child labour participation rate in rural areas was 6.3 per cent and in urban areas 2.5 per cent

According to 1981 Census 8.35 per cent girls under 14 years of age were main workers and 9.35 per cent were marginal workers. In rural areas 90% of the main child workers are employed in agriculture and livestock. About 8% male child workers and 7% female child workers are engaged in household and non-household industries. In urban areas there is higher percentage of boys engaged in non-household industries compared to girl workers. Nearly half of the female child workers in urban areas are engaged in household industry. (See Table below)

TABLE 3.12
Number of Workers by Type, Age Group and Sex in 1981 (In millions)

Area	Age Group (in Years)	Main Workers			Marginal Workers		
		Persons	Male	Female	Persons	Male	Female
Total	All Ages	222.5	177.5	45.0	22.1	3.5	18.5
	0-14	11.2	7.4	3.8	2.4	0.7	1.7
Rural	All Ages	176.4	136.8	39.6	20.9	3.1	17.8
	0-14	10.2	6.7	3.5	2.4	0.7	1.7
Urban	All Ages	46.1	40.7	5.4	1.2	0.5	0.8
	0-14	0.9	0.7	0.3	0.06	0.03	0.04
Source	Census of India, 1981						

* Labour Force Participation Rate

A disturbing trend to be noted is the increase in female child labour during 1971-81 and a decrease in the case of boys. The percentage increase of female workers in the age group 0-14, during this period is 33.23%. The corresponding percentage for males in this age group decreased by 3.51.

Exploitation of the female child is directly a result of the exploitation of women. While large proportion of girls are involved in full-time economic activities, they form half of the main workers in rural areas. Girls very often do the piece wage work for which adult women are paid. Legislation on child labour is at best ineffective. Its implementation lacks seriousness and socio-economic realities surrounding child workers, especially girls, in rural areas needs to be better documented and understood.

Under reporting is very large in the case of rural girl child workers whose contribution goes unnoticed. Bulk of the rural girls are engaged in sibling care, cooking, cleaning, fetching water, fodder and fuel and animal care besides assisting the families in sowing, transplanting, weeding, harvesting and carrying goods. Girls are seen as sharing 20 per cent of the agricultural work of women. Women and girls account for more than 50% of the total household energy (Reddy n.d.).

In several states, girls are involved in substantial numbers in hazardous industries like beedi-making. A large number of girls are involved in gem polishing, bangle-making, garments, cotton and groundnut pod shelling, hand embroidery, grain cleaning, processing of red chillies etc. Mostly girl workers remain invisible as they are involved in family based production and do not work in factories or farms outside. *Unless rural households are brought above the poverty line it would be unrealistic to think of universal retention of girls in schools. Further, the economic value of children as income earners can and does lead to higher fertility rates and larger family size in rural areas. Schemes for raising the family income would lead to fertility moderation and improved school enrolments and retention (Ramabhadran 1984). Paid or unpaid, work keeps girls away from school and play and makes drudges out of them. If working girls are to be drawn to school, they must find in education the promise of a better future both as an individual and as a worker, more specifically a wage-earner. This would require consciously and carefully planned skill development programmes and inculcation of self-worth through the curriculum. Special education, incentives and universal provision of child care and pre-school education and suitable employment programmes for adult women in rural areas are necessary to get rural girls to school.*

Rural Poverty or Unequal Distribution

Though growth and improvement in health standards and education is visible, the distribution of income and resources is poor. The top 20% of the population has 49% share of household income whereas the lowest 40% get only 16% (UNICEF, 1989, 94). Rural poverty is severe.

Whereas, 37.4% of the population, 51% in rural areas and 40% in urban areas was below poverty line during 1983-84, this proportion has come down considerably in 1987-88 as only 29.2% of the population was below poverty line, and in rural areas their share was one third. Even so, the number of absolute poor was more than 232 million of which rural poor accounted for about 200 million.

As the table 3.13 shows, Bihar, Madhya Pradesh and Orissa have more than 40% of their rural population below poverty line; Uttar Pradesh, Karnataka, Maharashtra and Tamil Nadu have more than 35% population who are absolute poor. In Andhra Pradesh and West Bengal, more than 30% people live below poverty line, a quarter in Assam. Only six states have less than 20% rural

population below poverty line. Only three states, namely, Punjab, Haryana and Gujarat have less than 11% rural population below poverty line.

TABLE 3 13
Number and Percentage of Population Below the Poverty Line,
by State 1983-84 and 1987-88

States	Rural				Total			
	1983-84		1987-88		1983-84		1987-88	
	Number	%	Number	%	Number	%	Number	%
Andhra Pradesh	16 44	38 7	15 26	33 7	20 51	36 4	19 51	31 6
Assam	4.49	23 8	5.00	24 4	4.98	23 5	5.25	22 6
Bihar	32 94	51.4	29 98	42 6	36.55	49 5	33 58	40 7
Gujarat	6 77	27 6	2 96	11 2	8 76	24 3	4.66	11 7
Haryana	1 62	15 2	1 35	11.7	2 17	15.6	1 83	11 7
Himachal Pradesh	0.58	14.0	0 45	9 7	0 61	13 5	0 45	9 1
Jammu & Kashmir	0 81	16 4	0 94	15.4	1.03	16 3	0 94	13 3
Karnataka	10 29	37 5	10.27	35 9	13.76	35 0	13 61	32.0
Kerala	5 59	26 1	3 72	15.4	7 15	26 8	4 87	16.9
Madhya Pradesh	21 80	50.3	19 35	41 4	25.49	46 2	22.33	36 5
Maharashtra	17 61	41 5	16 61	36.5	23 20	34 9	21 33	29 1
Manipur	0.13	11 7	—	—	0.19	12.3	—	—
Meghalaya	0 39	33 7	—	—	0 40	28.0	—	—
Orissa	10 77	44.8	10 36	40 4	11 81	42.8	11 45	37.9
Punjab	1.37	10 9	0 96	7.2	2 44	13 8	1 36	7.0
Rajasthan	10 50	36 6	7.74	24.9	12.62	34 3	9.62	23.6
Tamil Nadu	14.76	44.1	13 84	39.5	20 02	39 6	17 68	32.8
Tripura	0.46	23.5	—	—	0 51	23 0	—	—
Uttar Pradesh	44.00	46.5	34 71	34 6	53.06	45 3	42.20	33 0
West Bengal	18 39	43.8	13 72	30 3	22.51	39.2	17 33	27 6
All India	221 50	40.4	191 82	32 7	271 00	37 4	232 40	29.2

Source: National Sample Survey

Poverty has many expressions. The daily per capita calorie supply as percentage of requirement in 1985 was 94%. The percentage of household income spent on food/cereals was 52 during 1980-85. Thirty per cent of children born were low birth weight babies (2500 gms. or less) in 1982-87. Thirty three per cent of children under five suffer from mild to moderate malnutrition and 5% are severely malnourished. The maternal mortality rate is as high as 500.

Poverty pushes children to work when they should be in school. The implications are manifold as in poorer households, the burden of poverty and male unemployment is shifted to women and girls, who often work to keep sons and brothers at school and get the residue of family's food, health and education resources. In the absence of primary and middle schools in the village itself, and poor roads and transport, rural girls are shut out of the educational system totally, or drop out soon after joining. Fetching water, fodder and fuel are female tasks, as also all domestic work, child care and animal care.

Being born female is a hazard in India and more so in rural areas. Rural women in India face the poverty grind compounded by the worst ever sexism as reflected in the higher female mortality and morbidity rates, higher female illiteracy, and undervaluation and discrimination in the economy. The continued underdevelopment of rural areas is thus a major barrier to girls education and female illiteracy further feeds into rural backwardness.

CHAPTER IV

Provision of Educational Facilities

Universal provision of educational facilities is the starting point for universalisation of primary education i.e. provision of a school or a learning centre to primary age children within walking distance. In India, we are also committed to providing free and compulsory education to all children upto the age of fourteen in which case, access of children to educational opportunities has to be seen in relation to all children between 0-14 years. The structures available for education and development of children below fourteen comprises.

- (i) Anganwadis, Balwadies, pre-school classes for children below 6 years of age,
- (ii) Primary schools/sections (Classes I-V) for age group 6-11 years;
- (iii) Upper Primary schools sections (classes VI-VIII) for age group 11-14 years,
- (iv) Non-Formal Education Centres for children in the age group 6-14 years at primary and upper primary level giving two year condensed courses at each of the two levels.

The provision aspects of UPE of rural girls cannot be seen in isolation from secondary/higher education, wherefrom emerge the rural primary teachers. Another very important related aspect is provision of adult education centres, training opportunities and skill development programmes available for rural women and men whose financial capacity and attitudes determine school participation of children.

In this chapter, an overview of educational facilities, schools, buildings, equipment, ancillary facilities, teachers at all levels of school stage are discussed to put the problem of UPE in perspective. Also educational facilities for children below six years are discussed very briefly, as also the availability of adult education centres

Slower Growth of Primary Education & Rural lag

The number of primary and upper primary schools has gone up from 225 thousand to 685 thousand during 1950-51 and 1986-87, registering more than a three fold increase. The number of primary schools has gone up from 20967 to 543677 during this period and the number of upper primary schools has moved up from 13596 to 141014. The overall growth rate was 2.6% for primary and 6.5% for middle schools.

According to the Fifth All India Educational Survey, there were a total of 528730 primary schools, of which 475823 (89.90%) were located in rural areas. Additionally, there were 76216 middle, 4342 secondary and 271 higher secondary schools in rural areas which have primary classes (I-V). In all there were 555652 rural primary schools/sections.

At the upper primary stage there were 139016 middle primary schools of which 113087 (81.36%) were located in rural areas. Added to these were 31937 upper primary classes (VI-VIII) attached to rural secondary and higher secondary schools, giving a total of 145024 middle schools/sections in rural areas.

As is evident from Table 4.1, higher secondary opportunities are distributed disproportionately between the rural and urban populations. Forty seven percent of the higher secondary schools are located in urban areas, whereas only 23% of the population of India is urban. The lower availability of higher secondary education to rural populations as whole and to rural girls in particular, precludes them from higher educational and employment opportunities. Since higher secondary stage is the mother sector for preparation of primary school teachers, its lower access to rural girls results in continued shortage of women teachers in rural areas.

TABLE 4.1

Percentage of Schools by Type of Management in Rural/Urban Areas 1986-87

Type of the School	Total	Number of Schools (Percentage)				Rural	Urban
		Government	Local Bodies	Private Aided	Private Un aided		
Primary	528730	41.37	51.72	4.34	2.57	89.90	10.1
Upper Primary	139016	42.79	32.33	16.29	8.58	81.36	18.64
Secondary	52560	36.88	9.36	42.66	11.09	74.16	25.84
Higher Secondary	15465	39.56	2.17	52.00	6.27	46.62	53.38

Source: Fifth All India Educational Survey, NCERT 1989.

State is the major financer of school education as is evident from the above table. Private initiative is minimal at the primary stage and fairly substantial at the secondary stage. There are marked inter state variations in the management of primary and secondary education (See Figures 20 and 21)

As can be seen in the Table 4.2, the overall rate of increase in number of schools is higher in urban areas. The same trend is noticed at the primary and upper primary stage, which gets reversed at the secondary and higher secondary stage.

TABLE 4.2

Growth of Schools during 1978-86

Total Number of Schools	1978	1986	% Increase
Total	634144	735771	16.03
Rural	556873	634908	14.01
Urban	77271	100863	30.53
<i>Primary Schools</i>			
Total	474636	528730	11.40
Rural	431602	475823	10.25
Urban	43034	25907	22.94
<i>Upper Primary Schools</i>			
Total	112404	139016	23.68
Rural	94180	113087	20.08
Urban	18224	25929	42.28
<i>Secondary Schools</i>			
Total	36675	52560	43.31
Rural	26506	38862	46.62
Urban	10169	13698	34.70
<i>Higher Secondary Schools</i>			
Total	10429	15465	48.29
Rural	4585	7136	55.64
Urban	5844	8329	40.81

Source: Fifth All India Educational Survey NCERT 1989

- iii) Secondary schools which constitute 7% of all schools and have 9% of all students account for 19% of all teachers employed at the school stage.
- iv) Higher secondary schools which constitute 2% of all school and have about 3% of all school students, account for more than 6% of all school teachers.

Trained Teachers

In 1986-87, 86.45% of primary teachers, 87.42% of upper primary teachers, 90.02% of secondary and 89.43% of higher secondary teachers were trained teachers. All seven north eastern States have very low proportion of trained teachers.

Women Teachers

Women formed 40.20% of the primary, 30.92% of upper primary, 28.53% of secondary and 29.64% of higher secondary teachers in 1986-87

Rural Areas continue to face a acute shortage of female teachers

- i) At the primary stage, the proportion of female teachers is only 21% in rural areas, as against 56% in urban areas
- ii) At the upper primary stage women teachers account for 23% of rural and 57% of urban teachers.
- iii) It is also significant to note that the proportion of female teachers decreases sharply at the secondary stages. The proportion of rural female teachers declines to less than 13% at the higher secondary stage

As Appendix Table 13 shows, the inter state variations are substantial from 9.81% in Madhya Pradesh to 61% in Kerala and 85% in Chandigarh at primary level in rural areas and from 18.10% in Meghalaya to 88.83% in Himachal Pradesh in urban areas.

At the upper primary level percentage of women teachers range from 8.38% in Orissa to 58.36% in Kerala and 83% in Chandigarh in rural areas and 32.89% in West Bengal to 89% in Chandigarh in urban areas

It may be noted that the states having lower proportion of female teachers are also the low female literacy, low female enrolment states. Due to under development of rural areas in general and of education in particular, rural girls seldom cross to higher secondary stage, and on to teacher training. It is in this vicious circle that the rural girls are trapped.

Under operation Blackboard, States have taken steps to give an additional teacher to all single teacher schools, one of the two being a woman

Universal Enrolment and Retention

During 1950-51 and 1987-88, the total enrolments have increased from 19.2 million to 92.9 million at the primary stage. The number of girls enrolled at this stage has gone up from 5.4 million to 37.8 million and enrolments for boys have increased from 13.8 million to 55.2 million during this period. At the upper primary level, the total enrolments have gone up from 3.1 million to 29.9 million, the corresponding rise for girls was from 0.53 million to 19.2 million. Girls improved their share of primary enrolments from 38% in 1950-51 to 41% in 1987-88 and from 33% to 36% at the upper primary stage during this period.

Progress of Primary Education of Rural Girls During 1965-86:

- (i) At the primary stage, enrolments of rural girls doubled from 13.06 million to 25.98m. The urban girls also registered a two fold increase. Girls enrolments showed higher increase compared to boys.
- (ii) At the middle stage, enrolment of rural girls increased from 1.20 million to 5.40, *four and a half times* and in urban areas, the increase was three fold during this period. Girls enrolments increased at a faster pace than boys.
- (iii) The male female gaps at primary and upper primary levels continue to widen, more sharply at the middle stage. The gaps are the widest among rural girls and boys and tend to close between the two sexes in urban areas
- (iv) During the period 1965-86, rural girls improved their share of total enrolments from 34.23% to 39.48%, the urban girls going up from 43.20% to 45.17% only.
- (v) Rural girls showed greater progress even at the middle stage with their percentage to total going up from 20.25% to 31.82%, a more than 11 percentage point increase compared to 6 percent increase among urban girls.
- (vi) Needless to say, urban girls were already going well in 1978 and hence showed lower increase. Infact, at the middle stage urban girls form over 47% of the enrolled students.
- (vii) This strengthens our observation that *male female participation rates are converging in urban areas, whereas the male female gaps continue to widen in rural areas.*

Percentage Increase in Enrolments During 1978-86

- (i) Percentage increase of enrolments in rural areas has been higher than in urban areas at all stages of school education during 1978-86.
- (ii) Girl enrolments have registered higher percentage increase in their enrolments at all levels compared to urban girls and overall enrolment. This percentage increase rises with every successive higher level. The enrolments of rural girls increased by 38% at primary, 85% at upper primary, 111% at secondary and 323% at higher secondary
- (iii) The hierarchy among different levels of school education is maintained with primary enrolments showing the lowest increase. It is true a part of the higher increase at higher levels is on account of their relatively smaller base in 1978. *This raises issues of resource allocations between different levels, and also reflects the rural stratification where better off rural sections in better off rural locations are able to appropriate more than their share of the resources.*
- (iv) It may also be noted that *at the higher and higher secondary stage, the facilities as well as enrolments are disproportionately appropriated by urban populations.* For instance in 1986 at higher secondary stage, enrolment in rural areas was barely 1.33 million as against 3.51 million in urban areas. In the case of girls the disparity is even more marked, as there are only 0.32 million girls in rural areas as against 0.76 million in urban areas in Classes XI-XIII.
- (v) Rural girls form 74.10% of total girls at the primary stage, 58.57% at the upper primary level, 48.49% at the secondary level and only 29.63% at the higher secondary stage.

Gross Enrolment Ratio at Elementary Stage

The Gross Enrolment Ratio (GER) has moved up from 42.6% in 1950-51 to 93.3% in 1986-87 for primary grades I-V; the GER of girls has gone up from 24.9% to 79.89% and for boys from 60.8% to 106.42% during this period. In upper primary classes VI-VIII, the GER has moved up from 12.9% to 48.51% during this period; the GER for girls has gone up from 4.3% to 35.6% and for boys from 20.8% to 60.6%.

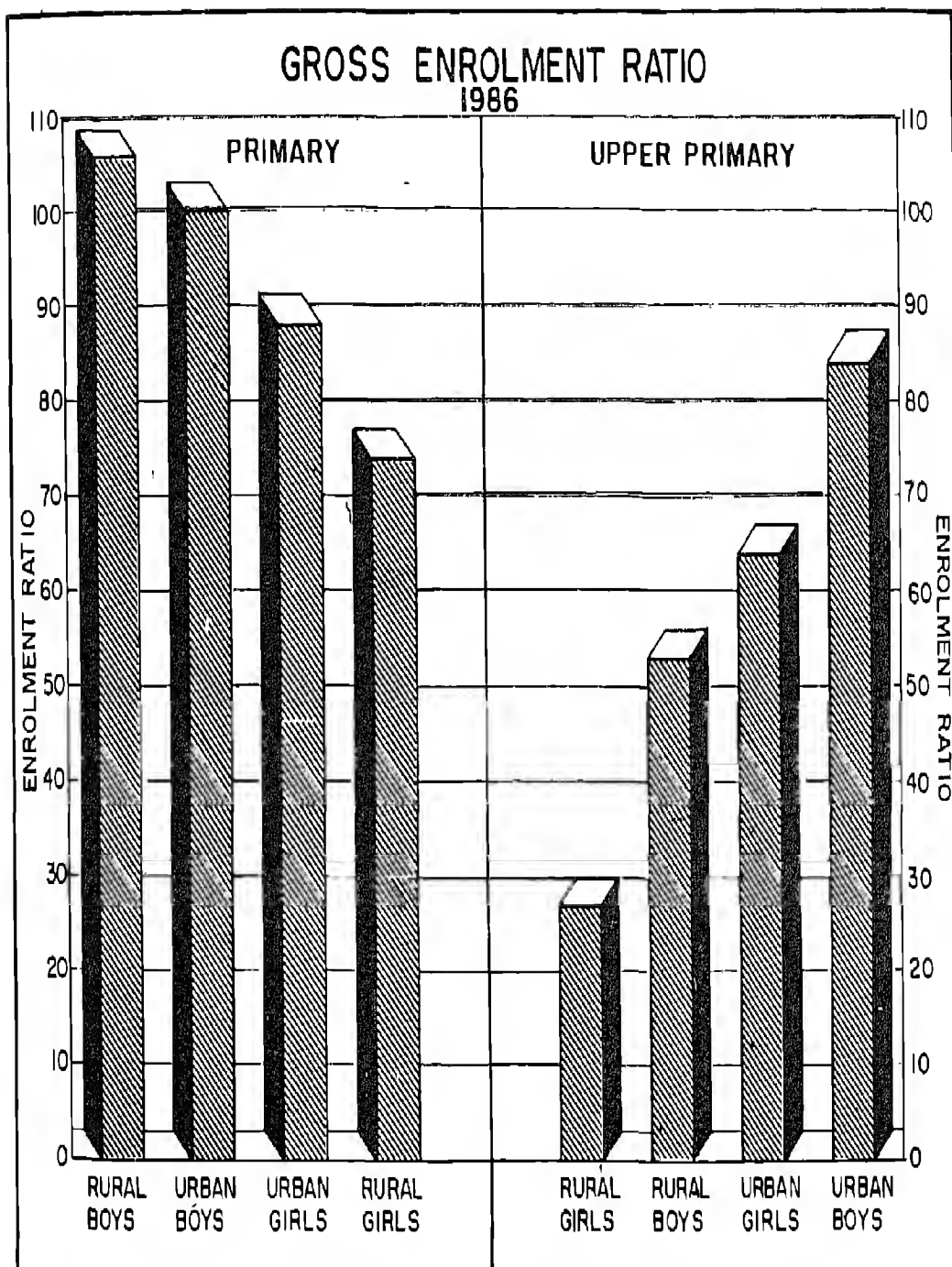
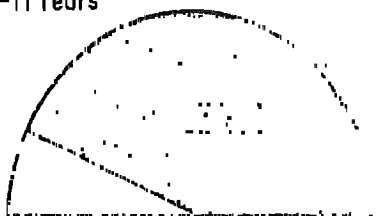


Fig. 37

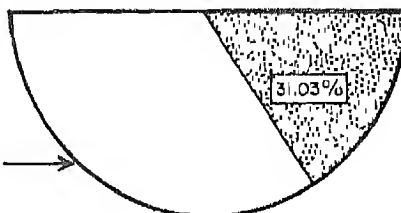
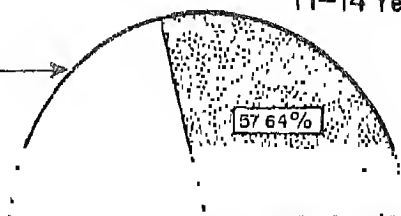
AGE-SPECIFIC ENROLMENT RATIO 1986-87

RURAL

6-11 Years

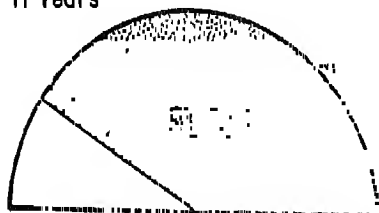


11-14 Years



URBAN

6-11 Years



11-14 Years

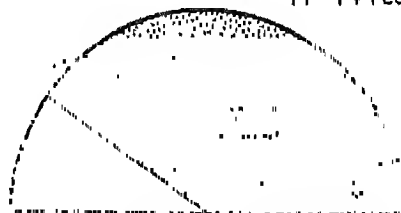


Fig. 38

- (i) Whereas (GER) both rural and urban boys at the primary level has crossed the 100 mark, one out of every four rural girls is not enrolled. The attention has to be focussed on rural (and urban girls) of poverty groups to universalise primary education
- (ii) Universalisation of upper primary education is a far cry as 65 out of every 100 girls and 40 out of every 100 boys are still out side school. Three fourths of the rural girls and nearly half of rural boys are still outside school.
- (iii) Inter state variations are substantial more so in the case of girls (See Table 5 at Appendix Table-5).
- (iv) Scheduled Caste and Scheduled Tribe girls continue to be more disadvantaged and display marked intra group disparities across regions and rural urban locations.

Dropout Rates and Retention

In India, only half the children who get enrolled in class I reach Class V; fifty per cent of the children drop out at the primary stage which takes place between classes I and II. There appears to be a lot of spurious enrolments on account of official stress on universalization. It is therefore very likely that a large number of children perhaps *don't actually drop on to the school*

According to the latest available data, drop out rate between classes I-VIII was 60.70% for boys and 70.05% for girls; 56.43% for Scheduled Caste boys and 64.24% for Scheduled Caste girls; and 71.5% for Scheduled Tribe boys and 78.43% for Scheduled Tribe girls. Rural statistics are not available. As bulk of the SC and ST population are rural, the drop-out of SC and ST children can be taken as figures somewhat indicative of the situation in rural areas.

The interstate variations in drop out rates up to Class VIII range; for boys from 16.17% in Kerala to 79.23% in Arunachal Pradesh, and for girls from 15.66% in Kerala to 80.08% in Andhra Pradesh. The dropout rate for SC boys ranges from 13.50% in Pondicherry to 93.51% Arunachal Pradesh and for SC girls from 40.53% in Haryana to 96.07% in Arunachal Pradesh. For the ST boys, the dropout rates varying from 34.68% in Tamil Nadu to 97.22% in Uttar Pradesh and for ST girls from 34.64% in Kerala to 84.89% in Manipur. All north eastern states show the highest drop out rates for both boys and girls, more so for girls.

A rough measure of retention is enrolment in Classes V and VIII as percentage of Class I at any given point of time. The all-India figures show that enrolment in Class V as percentage of students in Class I was 45.06 and gets reduced to 25.35 in Class VIII (1986-87). For every 100 girls in Class I in rural and urban areas respectively, there are only 40 rural girls compared to 65 urban girls in Class V and only 18 rural girls and 52 urban girls in Class VIII. In Class XII, this percentage is reduced to 1.44 for rural girls compared to 14.04% for urban girls. The inter state variations are large. High female enrolment States of Kerala and Punjab for instance have more number of girls in Class II compared to Class I at the moment. In Kerala, again the percentage enrolment of girls in class V to total enrolment of girls in Class I is 109.57 in urban areas and 96.59 for both rural and urban areas combined, and in Class VIII the figures are 76.46 for rural girls, 109.29 for urban girls and 80.68 for rural and urban combined. Goa is the only other State where this percentage is 89 in Class V and 75.06 in Class VIII. Himachal, Delhi and Pondicherry are the other States and UTs where the enrolments in Class VIII are more than 50% of Class I (Appendix Table 12 and Figure 32).

Causes for High Drop Out of Rural girls

The girls suffer from abnormally high incidence of drop out. Reasons given by the parents, the community, the girls themselves and the educational practitioners are poverty, early marriage, helping parents with housework an agricultural work, unattractive school environment, parents

illiteracy and indifference, lack of a positive educational climates, neglect of studies leading to repeated failure and finally withdrawal from schools. Girls join very late and are withdrawn at the onset of puberty, parents do not see any benefits of girls continuing in school and are in a hurry to marry them off so that a liability is shed. It is important to note that though enrolment ratios of girls in primary and upper primary are very high in the north eastern states the drop out rates of girls are extremely high and field studies and field observation shows that though gender discrimination is not prominent in other aspects like food, health, personal freedom, girls are held back for working on the fields and looking after animals and little use is seen by the parents of formal education.

Reasons for Low enrolment of Rural Girls:

The reasons assigned for non-enrolment of rural girls are a combination of educational and extra educational factors, where low and inadequate provision (supply) compounds the socio economic disadvantage of rural girls. The existing evidence points to the low access and provision of educational facilities and lack of adequate support services of child care, medical and health care, lack of access to convenient sources of water, fodder and fuel in rural areas. Girls are put to these hard tasks early. Low female literacy and associated low status of women; low parental education and apathy to education of daughters and low valuation of female life itself and discriminatory attitudes towards female child in access to food, health care education and leisure, and early marriage of girls also hinders their educational progress.

In poorer households the burden of male unemployment is passed on to women and children, particularly girls. Daughters attend to domestic chores and sibling care, and hence either do not join school or drop out. This trend will continue unless employment is assured for one adult. Women's and girls work is considered interchangeable but boys work is not and hence the perceived costs of girls education are very high. Girls in poorer families subsidize their brother's education.

The large size of poverty households is a deterrent to female education, as girls from such households are required at home for sibling care and for domestic work, in addition to helping the parents of family farms and household industry/labour. However, the number of female children enrolled in schools, rises with rise in the level of household income parental education, especially father's education and the size of land holdings. Middle class families see education of girls differently. Education of girls is seen as important for raising children 'properly' and to keep the homes running efficiently. In addition, education is seen as an enabling factor for women to earn a 'second income' for fighting rising costs of maintaining standards of living. It is also seen as an insurance against widowhood, desertion, divorce, etc.

Direct costs of girls schooling are seen as higher in terms of clothes, commuting costs and other incidents compared to boys. Investment in girls education is seen as infructuous and unnecessary, as the benefits would go to another household. Monetary considerations apart, negative utility is ascribed to girls education. Rural parents do not wish to educate girls for it will spoil them for hard labour which they will be expected to do once they migrate to the husband's household on marriage. However, there is evidence that changing economic conditions can change cultural attitudes. The practice of hiring individual labour rather than families has led to surplus pool of family labour. Girls are now sent to school as a famine fighting strategy. In the hope that such girls would marry educated white collar grooms who may help them in time of need.

MAJOR BARRIERS AND AREAS OF INTERVENTION

Policy Gaps

Insufficient attention has been paid to *rural girls in policies and plans*. Only passing references are made to them in policy statements, plan documents, rarely translated into concrete action supported by adequate resource allocations and necessary institutional structures.

Even when legal and constitutional provisions exist for compulsory education, ban on child marriage and child labour, equality of women and protective legislations for promoting educational and economic interests of, there is *inadequate dissemination of such information*. *Implementation of laws concerning women and children leaves much to be desired*

Further, there are *gaps observed in the perceptions of policy makers and the implementors particularly with regard to the status of women and the need to redefine gender roles to make them more equitable*. Customary laws and practices militate with the Constitutional and legal provisions, making the latter difficult to implement.

Rural Under Development

Rural areas are extremely *underserved* in terms of all development infrastructure to include basic services of education, health, roads, water, electricity communications etc Rural poverty is very severe with 30-40% of population below poverty line in the most populous States. Gender discrimination and variables of caste and religion compounded with poverty make the lot of the rural girl child worst.

Insufficient understanding of the rural female life cycle of poverty, malnutrition, gender discrimination, early marriage, unsafe motherhood, long fertility span, recurring pregnancies longer hours of back breaking unskilled often unpaid work, and the neglect faced by female children. Rural girls have no childhood and face neglect as children, as adolescents and are over worked, over stretched.

Planning Shortfalls

Educational planning shows lack of sufficient understanding of important variables like rural poverty, rural stratificatory structures, status of women, and the interdependence and interconnectivity of social and demographic variables of literacy, population growth, age at marriage, birth rates, child mortality and fertility as also population growth, age at marriage, birth rates etc.

There are *blanket norms and blanket yardsticks* used for planning educational provisions and, further, political pressures often make a mockery of school mapping, if carried out. The 3 km *yardstick* for provision of a middle school would deter a lot of rural girls from going to school, especially if it means inter-village commuting.

Underprovision

There is serious *under provision of educational services* in rural areas. Twenty percent of rural population numbering over 117 million do not have a primary school. The under provisions is more severe in the case of middle/upper primary schools. There are only 145024 upper primary schools/sections in rural areas. It is, however, to be noted that whereas primary education has grown at the rate of 2.6% between 1965-86 and, upper primary education has grown at the rate of was 6.5%. Likewise, the percentage increase amongst upper primary teachers was twelve times compared to three fold increase among teachers. Only 16.19% NFE centre and 17% villages have an adult education centres. Both these are necessary complements.

The number of primary schools or sections available per 10,000 population came down from 9.23 in 1965 to 8.05 in 1986. Primary education grew at 1.6% per annum compared to 2.21% increase in population per annum (Jalaluddin, et. al, 1990)

Inadequate Infrastructure

Quantitative differences apart, urban schools have much better *infrastructural facilities* like buildings, equipment, black boards, libraries, play grounds, urinals and lavatories. Two kinds of disparities are visible:-

- (a) all urban schools are better off than rural schools, and,
- (b) the proportion of schools having these physical facilities rises with every successive level within rural and urban areas,

Understaffing in Primary Schools

Primary schools which account for 72% of all schools and account for 67% of all students at the schools stage and have less than 50% of all *school teachers* Higher the level, better the pupil teacher ratio.

Rural Urban Gap in Enrolments

In 1986, the *gross enrolment ratio* for rural girls at primary level was 74% compared to 88% urban girls, 100% urban boys 27% compared to 88% urban girls, 100% urban boys and 106% rural boys, at the upper primary level only 27% girls in the age group were enrolled compared to 53% rural boys, 64% urban girls and 84% urban boys.

The age specific enrolment ration for 6-11 years was 61% for rural girls compared to 87% rural boys, 86% urban girls and 92% urban boys. These ratios for 11-14 years olds was 31% for rural girls compared to 60% for urban girls 57.64% for rural boys and 82% for urban boys.

Both at the primary and upper primary level, *percentage increase was higher in rural areas and girls enrolments increased at a faster pace than those for boys*. The male female gap at primary stage is wider still at the middle stage, but tends to close in urban areas.

Intra Rural Disparities

The hierarchy of different levels of education is maintained even in rural areas, with primary enrolments showing the lowest increase. This raises the issue of resource allocations as between different levels and also reflects the rural stratification in terms of population size of a habitation or a village. The larger the population the better are the facilities of education, health, roads, transport, electricity etc At the higher secondary level, the facilities are disproportionately appropriated by urban populations In 1986, there were barely 0.33 million rural girls enrolled at the higher secondary level compared to 3.51 million girls in urban areas.

Incentives

The coverage of incentives is low and their management leaves much to be desired. Only 18% children receive a free noon meal, 13% receive free uniforms and 27% receive free textbooks. The *distribution* among rural urban areas is *fairly equitable*, also between boys and girls. In fact, SC and ST children in whose case the attempt is to give universal coverage, their share is much higher than their proportion in the population There is however, a genuine need to extend these incentives as a package, as has been done in Tamil Nadu in order to give a fillip to primary

retention and achievement, Need exists to give universal coverage to all children poverty households regardless of caste or gender considerations

ips are many although comprehensive data is collected on provision, enrolment and pects of UEE, the annual statistics at a glance put out by the MHRD and the State s do not give data disaggregated by rural urban areas. It is only through the periodic all tional Surveys of the NCERT and Education in India brought out by MHRD some data ated at rural urban and gender level are made available. Besides, micro studies and small eys are the only source of data on wastage and achivement. In the absence of *rural tics*, it is difficult to monitor the progress of UPE of rural girls

s clear need for compilation of rural urban statistics on drop out and retention rates order to measure and monitor the progress of UPE of rural girls in particular. tatistics of retention no doubt get pulled down on account of lower rural retention rates, re than they reveal. It is only at the level of disaggregation of enrolments and all other statistics by rural urban areas, the fact that urban girls are nearly as well as of urban ealed. The disadvantage of rural girls gets hidden in aggregate figures. Related to the need for adequate monitoring of the progress of rural girls, in relation to achievement learning. Gross statistics and ratios are thoroughly misleading considering the heavy d poor standards of achievement. There is a clear relationship between quality of stention and achievement.

s need to move towards more comprehensible and realistic figures For instance, age olment ratio collected by the NCERT do not say as to where these 6-11 years and 11-14 e located in terms of age-grade cohorts. The raw data is available. Likewise, Census data on children attending school at a certain age, do not tell you which class, which grade in. There is no information available on location of the 274,000 NFE centres and more 0 adult education centres, habitation wise

al 6 Year Old

al girls, as studies show join late and drop out early For UPE it is essential that all d six join the school and remain in the system for 5 to 8 years in order to complete the l upper primary cycle without wastage or stagnation. For instance in 1981 . ily 26% of rural 6 years olds were at school compared to 52% in urban areas

ily 21% rural girls were in school at that age compared to 31% rural boys, 50% urban rls and 55% urban boys

egional variations were large, Only 8% rural girls aged 6 year were in school in ajasthan compared to 73% in Kerala, the corresponding range for rural boys was 24% i Rajasthan to 73% in Kerala. In urban areas, this proportion ranged from 34% in Uttar adesh to 80% in Kerala for girls and from 40% in Uttar Pradesh to 81% in Kerala for oys.

ale female gaps close in urban areas but the rural urban divide is immense. (Aggarwal, 989)

ty and Duality of Control

s a lot of heterogeneity in administrative structures for primary education which differ to State. Primary schools are run mainly by the State governments and local bodies. In ere are government aided and private unaided schools In India, the Constitutional

commitment is to provide free and compulsory education to all children upto the age of fourteen, which has been interpreted as providing 8 years of elementary schooling to children aged 6 to 14 years. There are very few composite middle secondary schools with Classes I-VIII. Primary schools of (Classes I-V) are run by local bodies in several states while middle/upper primary schools are either controlled by the Education Department or the Zila Parishad. Very often administrative control is exercised by local bodies (e.g. hiring of teachers) and educational supervision is done by the education department. Because of multiplicity of agencies and duality of control, often there is lack of coordination. Elementary stage is not a cohesive stage as it is made to appear in plan documents.

Co-education

Ninety two percent of the primary schools are co-educational, however, at the upper primary level, effort is made to provide separate schools for girls. Incidence of co-educational schools is higher in rural areas (93.4%) compared to urban areas (82.1%) at the primary level. Similarly at the upper primary level 78.3% schools are co-educational, 82% in rural areas and as against 59.9% in urban areas.

Absence of girls schools, in the most populous conservative states in the northern plains, adversely affects girls enrolments at the upper primary level. It would take time and effort both to promote co-education at the upper primary level. Inducting more women teachers even in co-educational schools, could be an effective strategy to promote girls' education.

Women Teachers

It is observed that the resistance in most areas is not to co-education but to absence of female teachers in the institutions of the *single teacher schools*. 29% are in rural areas and with male teachers. Women form only 21% of the primary teachers and 23% of the upper primary teachers in rural areas, the corresponding figures being 56% and 57% in urban areas, respectively. The proportion of rural women teachers declines to 13% at the higher secondary level. States having lower proportion of women teachers are also the low female enrolment, low female literacy States. Rural girls seldom cross to higher secondary stage where presently only 1.44 girls are enrolled for every hundred girls in Class I in rural areas. Where would the women teachers come from?

INEFFECTIVE LEGISLATIONS

Although, most States have compulsory primary education acts, these are totally ineffective, as are the laws banning child labour and child marriage. Curricula for children and professional preparation of teachers and administrators need a strong component on these issues. Media is picking up some of it. The lead should come from education in preparing the necessary climate for girls education through a systematic programme of public education.

DECENTRALIZATION

In the last decade, there has been enough talk of decentralization of elementary education administration and district, block, village and institutional planning, management and academic structures have been proposed. District institutes of Education and Training (DIET) have come up in about 250 districts but not all are fully functional. Professional support for primary education, formal and non-formal and even adult education is the responsibility of DIETs. It is necessary to make DIETs outstanding institutions with sufficient flexibility to respond to local requirements. *Special cells must be created in the DIETs to boost enrolment and retention of rural girls in primary education.*

WOMEN'S EDUCATION CELLS

As yet, only a few State Departments of Education and these SCERTs have established *women's education cells* and wherever, have been opened, they are understaffed and hence not so effective. At certain places, women's education is given as an additional responsibility to individuals and often gets side tracked. There is a case for a Women's Education Bureau even at the Department of Education in the MHRD. Recently, a Standing Committee has been constituted by the Department to go into the causes of continued low female literacy and enrolments in the country. The very emphatic recommendation of the NPE 1986 regarding setting up of separate women's cells and women's studies centres in national level organisation and in the States needs to be implemented for providing the necessary institutional structures which can monitor the progress of girls education and focus on women's issues and special requirements of girls. These cells can play an important role in orienting and sensitizing administrators, teachers, teacher educators and also enlist support from the people and the media.

SECTORAL APPROACH

The approach to all education, including girls' education has been *sectoral*. Considering, UEE is the only development programme for children in the age group 6-14 years, primary and upper primary schools can become the focal point for convergence of education and health services in the first instance. This is particularly important for the special care required by adolescent girls, especially those belonging to the poorer sections of populations.

As most of the out of school rural girls are involved in sibling care, the domestic chores, family based production and subsistence farming, fetching water, fodder and fuel, *horizontal linkages* need to be forged with other ministries and development agencies and *multi sectoral area* based development programmes need to be put on the ground. Time and again, the necessity to locate ECCE services, ICDS *Anganwadies*, *Balwadies* and pre-school centers within/close to primary schools for releasing primary school age girls for school, has been stressed. Different agencies are handling different components of ECCE and primary education. Bringing together all these elements is a difficult task and yet it needs to be tackled. The Areas Intensive Educational Programme (AIEP) and the like need to be strengthened and expanded.

NON FORMAL EDUCATION

Non-formal Education in several areas especially where no formal schools are available, would be the only learning mode available for children. Although *the policy is to open NFE Centres in habitations without any school on a priority basis, it is not followed very strictly.*

The NFE programme has expanded without due regard to quality, equivalence, credibility and comparability in terms of inputs and outputs. There is a general lack of conviction about the whole programme. The States are not willing to commit resources. There is administrative neglect and lack of faith and commitment on the part of the functionaries and the families of children who are supposed to benefit from the programme. There is little attempt to adjust the syllabus to the needs of the learner who belongs to the indigent groups of population. The quality of instruction leaves much to be desired as the professional preparation of instructors is weak. The instructor is under paid and the learning materials, lighting arrangements and instructional equipment is much below the acceptable level. Incentives like a free meal, free uniforms and free books/textbooks etc. do not exist. More often than not, formal books and syllabi are covered within a shorter span and ill prepared instructors (not called teachers), and poor infrastructural facilities and within these constraints a child is expected to *attain primary/upper primary level academic competence.*

There is nothing in the name of support services for NFE, nor any bid to make it into a multi sectoral programme for convergence of various child care service and programmes for young girls. *The isolation of majority of primary schools is bad enough, the isolation of NFE centres where there is no other development service available is worst.*

The attempt by the NCERT to train 240,000 instructors and preparation of primers for children in regional language is a major step to improve NFE

ALTERNATE DELIVERY SYSTEMS

The possibilities of reaching out education through higher technological inputs, distance mode, mobile units, have not been adequately explored for the age group 6-14 years. The difficult groups are children in remote inaccessible areas, deserts, mountains, children of migrants, refugees and child workers. Among them girls need special attention

Mobile Schools Services

It is strange that more than hundred years ago peripatetic teachers were proposed for isolated, small scattered groups of population including girls. We do have mobile schools for *Gujjars and Bakarwals* (the nomadic tribe) of Jammu and Kashmir, and Haryana gives attendance scholarships of Rupee one per child to children of nomadic tribes. But as yet, there is no comprehensive attempt to cover small populations in difficult areas, nomads or among temporary migrators and refugees. For instance, seasonal labour from Eastern UP and Bihar moves to Punjab for agricultural employment. Girls of all these groups suffer greater deprivation.

Sri Lanka, for instance, has a separate branch that looks after small schools, in rural areas which are often one or two teacher schools and need constant professional support and guidance and even infrastructural support of play grounds, libraries, laboratories and workshops from bigger schools in the neighbourhood.

In India we have 338387 primary schools with less than 100 students and half the habitations are without any educational facility. Mobile Educational Services Branch needs to be set up at the Centre, with counterparts at the State and District levels.

- (a) to provide primary education to small, isolated habitations and villages and to children belonging to nomadic or migratory populations and refugee populations,
- (b) to provide professional support to the isolated primary teachers and NFE instructors.
- (c) to act as links with bigger schools for occasional use of laboratories, workshops, playgrounds, libraries.

The NFE programme can utilise the Mobile Educational Services (Vans, Jeeps, motorcycles, cycles or the horseback in the primary school model of China) to cover unserved, scattered habitations. The academic wings of mobile school services can be located in the DIETs and SCERTs/SIEs

NOON MEAL AND BOOKS

In order to extend the incentives of free noon meals and free textbooks, it is proposed that we establish a *National Children's Book Bank under the National Book Trust of India and a National Children's Food Bank under the Ministry of Food and Civil Supplies*. With rural girls receiving the top priority, the scheme of free uniforms for girls should be expanded to cover all rural girls and not limited only to SC and ST girls. Attendance scholarships should be made available to all children of the rural landless and marginal farmers regardless of caste/tribe consideration.

At the moment, the SC and ST children are given priority, in matters of distribution of free incentives. As bulk of the SC and nearly all ST populations are rural, the protective discrimination criteria should be made applicable to rural landless and marginal farmers and gradually withdrawn from urban areas excepting urban poor

Perceived Higher Costs and Negative Utility

More serious than the problem of providing physical resources, the need to combat indifferent and negative social/parental attitudes towards the education of the girls who are considered temporary members of the parental household. Perceived costs of educating girls is higher in terms of private expenditure on education as also the opportunity costs. Negative utility is another factor which hinders girls education where parents feel with education, girls will become unfit for hard manual work which awaits them after marriage. There would be added difficulty of finding an educated groom who may demand dowry. Interestingly, a very oft repeated comment by parents and elders was that "With education the girls use their tongue too much. How would they adjust in another household" There is further lack of awareness about the ill effects of early/child marriage on the body and the mind of the girl child. Customs reign strong in certain areas of northern plains. The health and nutritional status of women and female children and adolescent girls is severely neglected by other family members and women themselves.

Female Literacy

The phenomenon of low female literacy in rural areas has been noted earlier female literacy is low in states which have low male literacy rates also. Male female differentials in literacy are larger in low literacy states. Female literacy is overstressed as a factor influencing girls enrolment and needs qualification, as

- (a) Female literacy/education is a *dependent variable* of socio economic levels of a household and the funds allocated by the state to programmes of mass education like UEE, NFE, Adult Education.
- (b) Female literacy in India has been caused by improved primary enrolments over a period and not due to adult literacy programmes which have been sporadic and have not been evaluated in terms of effective achievements in literacy
- (c) Female literacy normally follows male literacy in a household
- (d) Female literacy has been overstressed in family planning as women are considered the main targets of the programme *absolving* males of the responsibility to control the family size.

Improvement of Health Services

Both outreach and quality of health services needs to be increased to cover all rural areas uniformly. In smaller hamlets or villages, *mobile health care and education units* should be able to serve the educational and health needs of women and children.

Female literacy and enrolments have improved tremendously in countries with strong health policies. Both coverage and quality of health service determine child survival, in addition to adequate nutritional intake. Women's education affects child nutrition, child health and also child mortality, child's school achievements and fertility. A mother's education explains more of variation in child mortality compared to other variables of individual's access to health care, price of health care, even total family income. The competing hypothesis is that educated mothers use a different mix of observable health inputs. She uses inputs more effectively and her education leads to utilization of minor health inputs that are not easily observed (Schuliz, 1989).

A holistic approach is essential for proper growth and development of children. *It is, therefore important to have health and nutrition as two major components of the holistic package besides education* There is a positive impact of health and nutrition on the mental and social development of the girl child.

Cost Free Primary Education.

While assured adult income/employment is absolutely essential to promote primary education of children, it is equally important to make available resources for universal *cost free primary* education with truly universal provision of educational facilities. At the moment, primary education is free but not cost free and compulsion clause is observed more in its abeyance. The case of Sri Lanka and nearer home Tamil Nadu have been quoted. Sri Lanka's policy of human development includes a package of free food, free education, free health care and subsidized transport to all and in *adequate measure and with universal coverage*. Even today, in addition to free tuition every school child gets a nutritious noon meal and free textbooks and where necessary additional stipends and bursaries to complete 8 to 10 years of school education. Hundred per cent of the children are enrolled in the age group 5-14 years and the dropout rate is less than 5 to 6% and, higher among the boys Tamil Nadu has set the pace by covering more than half of the children in the age group 6-14 years with a package of incentives to include a free noon meal, free textbooks, free uniforms and free travel in public transport. The positive impact of the Chief Minister's. Free Mid Day Meal Programme on enrolments is reported (Singh, 1987).

A district study shows that it is the package of incentives, to include free noon-meal, free textbooks, free uniforms and attendance scholarships for girls which brings about not only universal enrolment but very high achievement rates (Pillai, 1989). Tamil Nadu also emerges as a enthusiastic user of most of the central, schemes in the areas of education, development of women and children and rural development, as an earlier study shows (Nayar, 1990).

As district level data suggests, low rural female primary enrolment districts are also poorly off on variables like female mortality, IMR, Child Mortality, Birth Rates, population growth, female mean age at marriage, fertility rates, couple protection rate, DPT coverage and the availability crucial life sustaining drinking water. The health care provisions in rural areas are still poor by any yardstick and nearly outside the reach of rural women and girls.

Poverty Alleviation

Bulk of the low primary enrolment districts lie in states with high rural poverty and deeply entrenched moorings of sexism. *The current programmes of poverty alleviation through direct employment generation and skill training in rural areas under IRDP, need a major boost. NREP, RLGEF, Jawahar Rozgar Yojna; TRYSEM and DWCRA need to be expanded to cover every poverty household in rural areas in order to create a demand for primary education, so that parents do not have to keep their young children at home for earning very often a pittance or doing valuable but not cash earning life saving tasks of collecting water, fodder, fuel. The relationships between the income or per capita household expenditure and the number of children, especially the girls at school exists in gender discriminatory, poverty stricken population. Also the problems of early marriage, unsafe motherhood, longer fertility span, low birth weight babies, higher incidence of female child deaths and malnourished unhealthy mothers are rampant among rural poor.*

Resource Allocations

Resource allocation in education as in other sectors rests on the assumption that the benefits of outlays and expenditure would go to both sexes equally since women form half of the total population. In real fact, on account of differentials in male-female participation in education for reasons noted elsewhere, men benefit twice as much from the existing educational facilities.

Allocations made under general heads without earmarking funds for women become a means of further inequality between sexes, as to be noticed in the programmes of universalisation of elementary and adult education.

Commitment to equality has been weak and expectedly so in a system loaded in favour of the urban elites and middle classes. Resource allocations in successive national development plans have favoured secondary and higher general and professional education, mainly with an urban focus. Mass education is by nature distributive and equalises educational opportunities among all groups of population. Higher education is by nature selective and elitist. In sum, despite policy pronouncements, real commitment to equality and justice lost the race to non-distributive growth, in which certain sections of populations thrived at the cost of the masses. To this extent, the question of women's educational deprivation is a natural outcome of the underdevelopment of rural masses and the urban poor. As noted by us earlier sex as a variable merely exacerbates the steep social and educational disadvantages of women and girls of the poorer classes and castes.

Role of education as a basic input to development and achieving an egalitarian social order has been emphasised in all the plan documents but the share of education in national income continues to be low. The total expenditure on education as percentage of GNP has barely reached 4% in 1986-87. It was 1.2% in 1950-51. Due to increase in prices and increase in student population, per capita spending is either the same or even lower to day.

Elementary education has suffered on account of insufficient allocations. This is when in the context of formulation of the First Five Year Plan, our first Prime Minister, Jawahar Lal Nehru stressed that: "Our first plan must be for universal education. Everything else, whether it is industry, agriculture or anything else which is important for us will grow adequately only if there is the background of mass education"

And despite such a perspective, the share of elementary education has increased from 0.48% of GNP to 1.7% during 1950-51 and 1986-87. Elementary education has received lower share of the plan expenditure from 56% in the First Plan to 29% in the VII Plan, and the number of children to be covered by education by 2000 AD is 167 million in the age group 6-14 years; 102 million aged 6-11 years and 67 million between 11-14 years.

Linked to problem of under provision of educational facilities, thus, is this the resource gap as in

- (a) education vis-a-vis the other development sectors.
- (b) elementary education versus secondary and higher education
- (c) primary education versus upper primary education
- (d) inequitable distribution of school resources between rural and urban areas, deficiencies and differentials in the quality of inputs. No separate allocations are made under the head *rural* or the head *girls* in plan and non-plan budgets and expenditure.

Higher Returns Yet

Women's education, till very recently, was considered a purely consumption goods category for social welfare, and hence a poor investment. It is now adequately established that private and social returns to schooling are greater than those for men, virtually at every level, when the returns are adjusted only for participation rates (Schultz, 1989) and 'at worst' equal to those for men (Psacharopoulos 1973, 1985). Some studies show that the society suffers losses because of unequal schooling for males and females. The value added to higher education goes up tremendously when women's participation in both secondary and higher education increase and

BUDGETED EXPENDITURE ON EDUCATION TO TOTAL BUDGET (REVENUE ACCOUNT) 1987-88

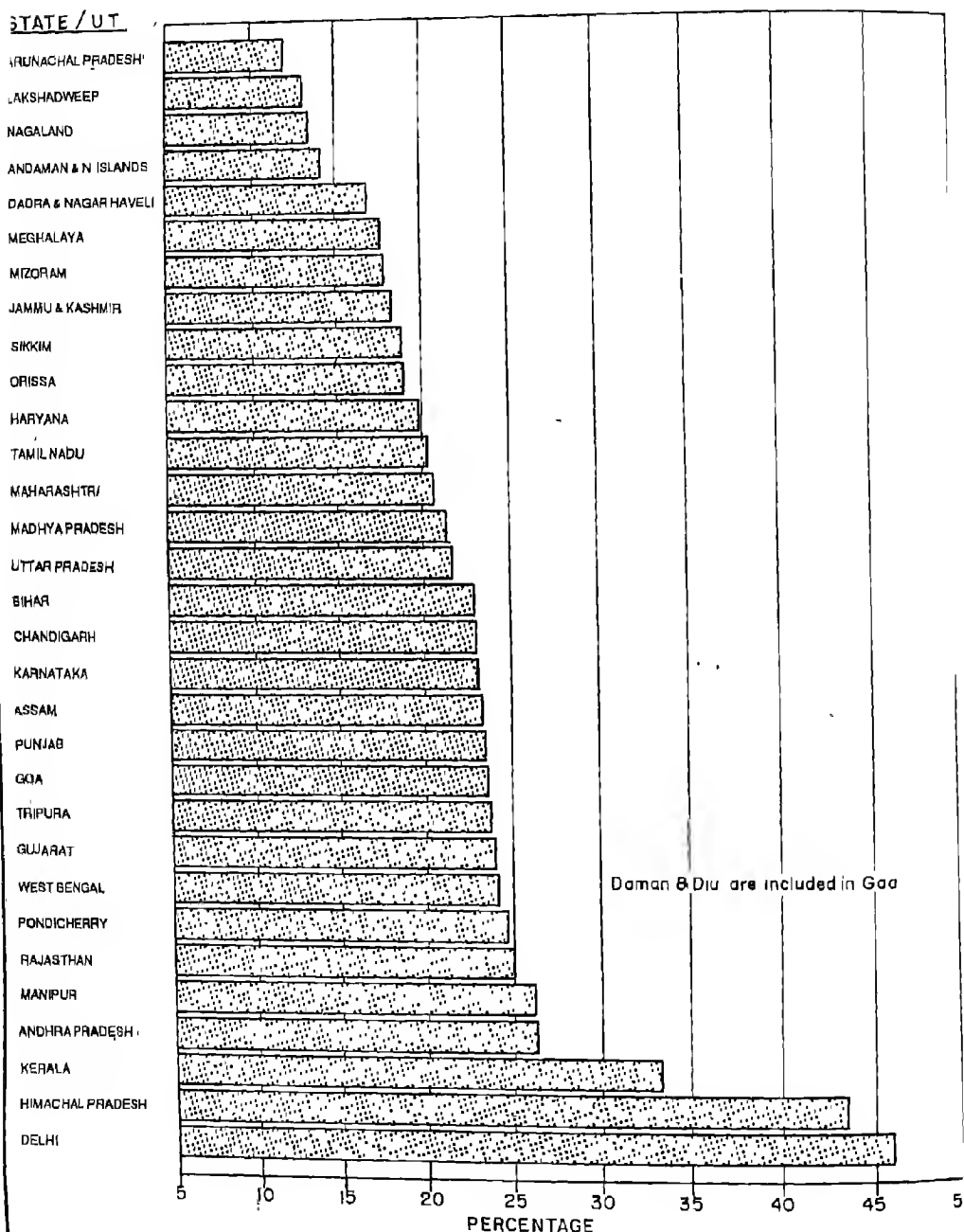


Fig 39

Free Textbooks

Free textbooks are provided to 19.47 million or 22.66% students at the primary level and to 10.16 million or 37.26% students at the upper primary stage. The inter state variations range from 0.4% in Kerala to 47.55% in Tamil Nadu, 48.17% in Sikkim, 48.47% in Arunachal Pradesh, 49.00% in Dadra and Nagar Haveli, 60.23% in Lakshadweep, 68.68% in Delhi, 76.01% in West Bengal and 98% in Assam. (Appendix Table 19)

The facility of free textbooks to students exists in 59.62% primary, 50.98% upper primary, 44.77% secondary and 46.01% higher secondary schools. In rural areas, free textbooks are supplied in 60.69% primary, 52.34% upper primary, 45.85% secondary and 47.74% higher secondary schools as compared to 49.95% primary, 45.25% upper primary, 41.68% secondary and 46.25% upper primary, 41.68% secondary and 46.25% higher secondary schools in urban areas.

At all stages of school education, 3.35 million students are being given this facility, of these 77.16% are rural students, 41.27% are girls, 24.82% belong to Scheduled Castes and 11.71% to Scheduled Tribes.

Attendance Scholarship for Girls

The incentive scheme of attendance scholarship for girls is available in 4.65% primary, 10.83% upper primary, 10.65% secondary and 12.26% higher secondary schools.

In rural areas attendance scholarship is provided in 4.62% primary, 11.36% upper primary, 10.94% secondary and 9.40% higher secondary schools as against 4.86% primary, 8.51% upper primary, 9.84% secondary and 14.71% higher secondary schools in urban areas.

At all stages of education, 375979 girls are receiving attendance scholarships, of these 70.44% are studying in rural areas, 57.70% of the beneficiaries belong to Scheduled Castes and 16.05% to Scheduled Tribes.

Rural Primary Girls: Their Share of Incentives

Only 18.29% of girls and 16.82% boys enrolled at the primary level receive a free mid day meal. Girls form 41.21% of all primary students who receive this benefit, 41.50% of rural students and 45.92% of urban students.

As regards free textbooks, 25.74% of the girls and 23.26% boys enrolled at the primary stage are covered under the scheme, further, girls form 41.92% of all primary children who receive this benefit, 41.92% in rural areas and 46.58% in urban areas.

Free uniforms are received by 17.9% girls and 21.23% boys in primary classes. Girls form 52.49% of all primary children who benefit from this scheme, 55.27% in rural areas and 40.80% in urban areas.

Attendance scholarships are being given only to 0.006% girls and 0.1% boys receive attendance scholarships at the primary stage. Girls form 33% of all children receiving this scholarship; 30.41% in urban areas and 36.69% in rural areas.

Teachers at the School Stage

During 1950-51 to 1987-88, a substantial increase has occurred in the number of teachers working at the school stage. Their numbers have grown from:

- 0.54 million to 1.6 million at the primary stage, a three fold increase;
- 86,000 to 1.01 million at the upper primary stage, a twelve fold increase;
- 127,000 to 1.24 million at the secondary stage, a nearly ten fold increase;

Trained Teachers

In 1986-87, 86.45% primary teachers, 87.42% of upper primary teachers, 90.02% of secondary and 89.43% of higher secondary teachers were trained teachers.

Women Teachers

Rural areas continue to face on acute shortage of female teachers

- (i) At the primary stage, the proportion of female teachers is only 21% in rural areas, as against 56% in urban areas.
- (ii) At the upper primary stage women teachers account for 23% of rural and 57% of urban teachers.
- (iii) It is also significant to note that the proportion of female teachers decreases sharply at the secondary stages. The proportion of rural female teachers declines to less than 13% at the higher secondary stage.

TABLE 49
Percentage of Female Teachers in 1986-87

Area	Primary	Upper Primary	Secondary	Higher Secondary
Rural	20.84	23.40	22.42	12.92
Urban	55.62	56.62	47.62	30.89
Total	28.20	32.80	31.27	27.79

Source Fifth All India Educational Survey, NCERT 1989

As appendix Table 13 shows that the inter state variations are substantial.

- (i) At the primary stage, percentage of female teachers in rural areas varies from 9.81% in Madhya Pradesh to 61% in Kerala among states. In the Union Territory of Chandigarh, the percentage of female teachers is the highest, 84.06% in rural areas and 92.46% in urban areas. Among the states the percentage of female teachers in urban areas range from 18.10% in Meghalaya to 88.83% in Himachal Pradesh.
- (ii) At the upper primary stage, the proportion of female teachers range from 8.38% in Orissa to 58.36% in Kerala in rural areas and from 32.89% in West Bengal to 78.79% in Haryana in urban areas. The union territory of Chandigarh has the highest percentage of females teachers both in rural (83.33%) and urban (88.81%) areas.
- (iii) At the secondary stage, the proportion of female teachers ranges from 4.92% in Bihar to 57.72% in Kerala and 78.81% in Chandigarh in rural areas. In urban areas, their percentage ranges from 28.08% in Meghalaya to 85.19% in Tamil Nadu and 82.47% in Chandigarh.
- (iv) At the higher secondary stage, the percentage of female teachers varies from 2.72% in Uttar Pradesh to 49.49% in Kerala and 80.56% in Chandigarh in rural areas. In urban areas it ranges from 14.01% in Assam to 48% in Tamil Nadu and 72.92% in Chandigarh.
- (v) It may be noted that the states having lower proportion of female teachers are also low female literacy, low female enrolment states. Due to underdevelopment of rural areas in general and of education in particular, rural girls seldom reach the higher secondary stage, and teacher training. It is in this vicious circle that the rural girls are trapped.

- (vi) In rural areas it is believed women teachers are a crucial input for encouraging rural parents to send their daughters to school especially in the northern plains which are highly populous. Considering, co-education at the primary level is an accepted policy and 93.4% of rural primary and 78.30% of upper primary schools are co-educational, *very vigorous steps need to be taken to increase the proportion of women primary teachers in rural areas*. At the moment, women form only about 21% of the rural primary and 23% of the rural upper primary teachers.

It is observed on the ground that the resistance at the village level is not so much to co-education, as to absence of female teachers on the school staff. Connected with this is the high incidence of single teacher schools noted in the Fifth Educational Survey to the tune of 152848 (28.91%). Most of the single teacher schools are to be found in rural areas and with male teachers staffing these.

Under Operation Blackboard launched under the National Policy on Education 1986, every single teacher school was to be provided with an additional teacher by 1990, at least one of these two teachers was to be a woman. This scheme was taken up with enthusiasm by several states who had shortage of female teachers in rural areas. To the extent that some of the states reserved at times all the seats in primary teacher training institutional for women candidates. Further women were also given preference for recruitment. Rajasthan, for instance, had filled up all additional posts under OB with women teachers by 1990. Orissa reserved all teacher training places for women trainees in order to meet the deficit of women teachers. Rajasthan has adopted an innovative scheme to prepare specialized local teachers called *Shiksha Karmis* (literally meaning educational workers) through an intensive residential programme and continued on the spot guidance to these personnel.

CHAPTER V

Universal Enrolment and Retention

Universal primary enrolment and retention among rural girls is a formidable challenge to the planners. Despite substantial increase in educational facilities and enrolments, the goal of UPE appears to be distant. The male female enrolment gaps at primary and upper primary continue to widen, more sharply at the upper primary/middle stage. The gaps are the widest among rural girls and rural boys and tend to close between the two sexes in urban areas. It is important to note that urban rural divide is equally alarming among the girls themselves.

During 1950-51 and 1987-88, the total enrolments increased from 19.2 million to 92.9 million at the *primary stage*. The number of girls enrolled at this stage increased from 5.4 million to 37.8 million and enrolments for boys increased from 13.8 million to 55.2 million during this period. At the *upper primary* level, the total enrolments have gone up from 3.1 million to 29.9 million, the corresponding rise for girls being 0.53 million to 10.7 million, and, for boys from 2.6 million to 19.2 million. Girls improved their share of primary enrolments from 38% in 1950-51 to 41% in 1987-88 and from 33% to 36% at the upper primary stage. Rural girls form about 40% of the students in primary classes, 32% in upper primary classes, 27% in secondary classes and only 24% at the higher secondary level. Urban girls are ahead at every level (See Figures 25 and 26).

In Classes I-V, Scheduled Caste (SC) children account for 17.12% of total enrolment. Of the total 15.04 million SC children at this level, 5.9 million (39%) are girls. In Classes VI-VIII SC children from 14.94% of the total enrolments, of these 4.06 million SC children, 32% (1.28 million) are girls.

In Classes I-V, percentage of Scheduled Tribes (ST) children in total enrolment is 7.84. The ST girls enrolled at this stage are 2.6 million accounting for 3.9% of ST children on rolls. At the upper primary level, the enrolment rates of girls have moved up from 9 to 22 during this period compared to 26 to 46 for boys in this age group.

Progress At the Elementary Stage of Rural Girls During 1965-86*

- (i) At the primary stage, enrolments of rural girls *doubled* from 13.06 million to 25.98 million. The urban girls also registered a two fold increase. Girls enrolments showed higher increase compared to boys. Rural girls improved their share of total enrolments from 34.23% to 39.48% at the primary level during this period, the corresponding percentage of urban girls went up from 43.20% to 45.16%.
- (ii) At the middle stage, enrolment of rural girls increased from 1.20 million to 5.40 million *four and a half times*, and, in urban areas, girls enrolment increased *three times* during this period. As is evident, from Table 5.1, *girls enrolments increased at a faster pace than boys*.
- (iii) Rural girls showed greater progress even at the middle stage with their percentage to total going up from 20.25% to 31.82%, a more than 11 percentage point increase compared to 6 points increase among urban girls.

* The period covers four All India Educational Surveys conducted by the NCERT

PROGRESS OF PRIMARY AND UPPER PRIMARY ENROLMENT : 1965 TO 1986

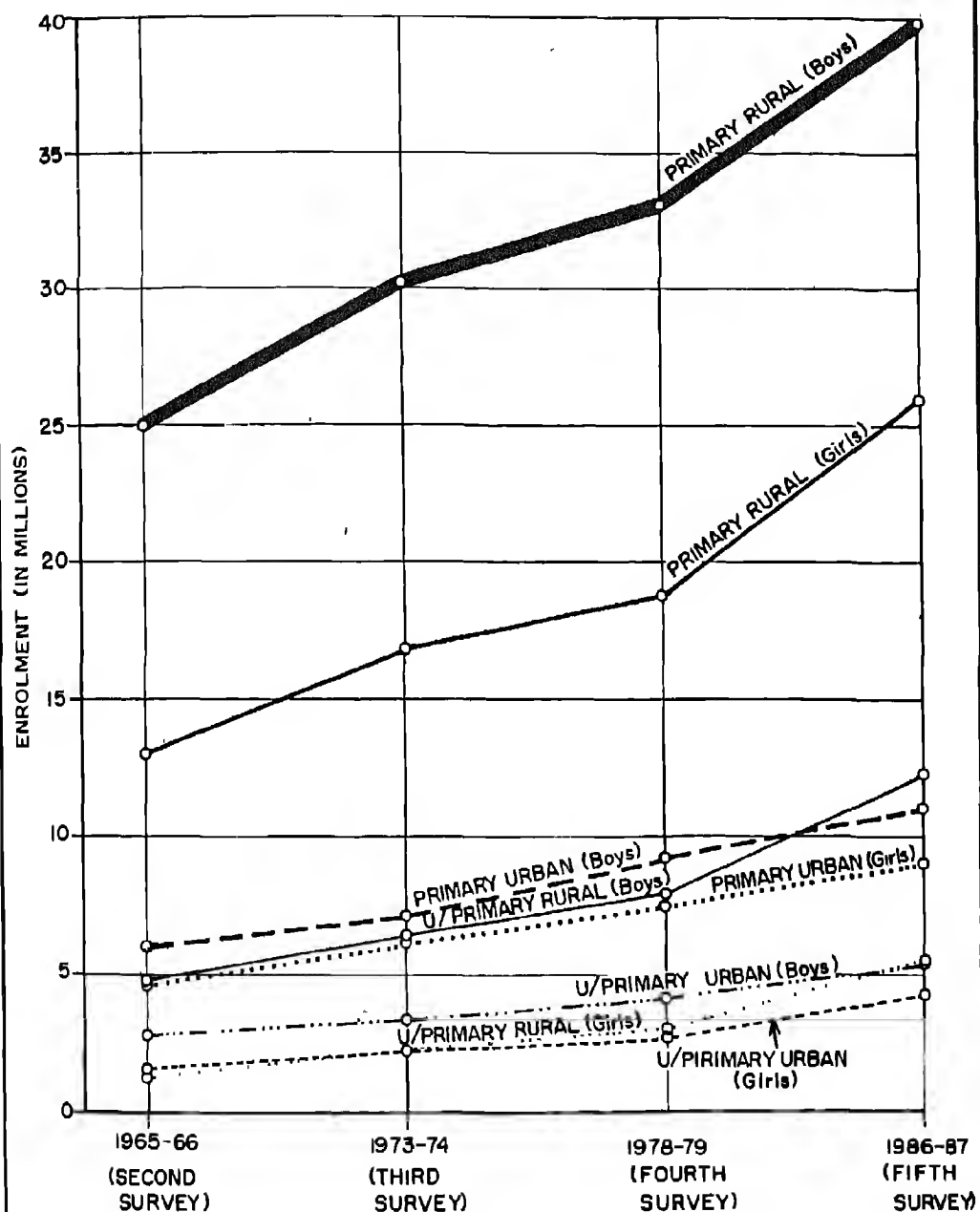


Fig. 26

GIRL'S ENROLMENT TO TOTAL ENROLMENT PRIMARY AND UPPER PRIMARY 1965 TO 1986

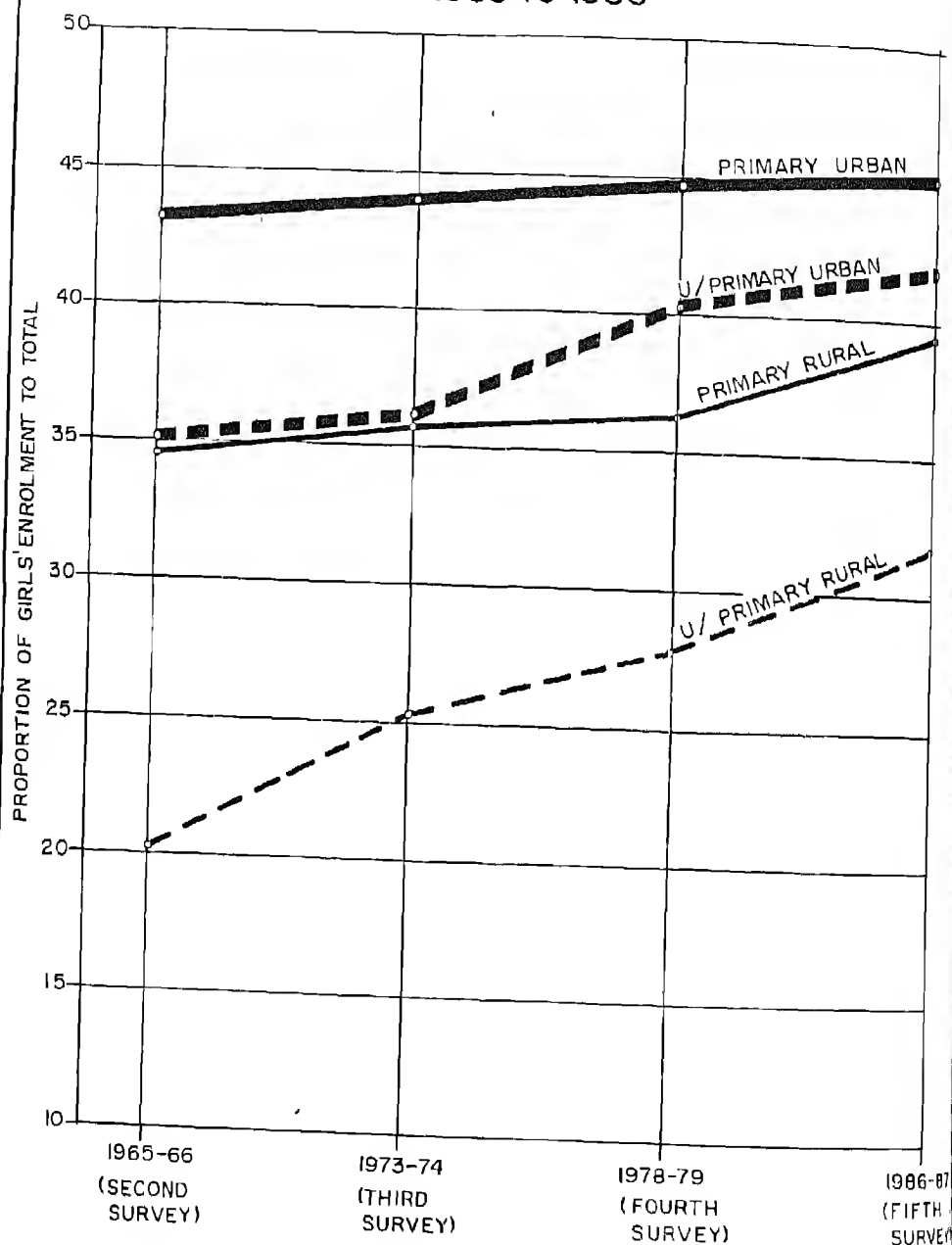


Fig. 27

- (iv) Needless to say, urban girls were already doing well in 1965 and hence show lower increase. Infact, at the upper primary stage urban girls form over 47% of the students in urban areas.
- (v) This brings us back to the point that *male female participation rates are converging in urban areas*. Whereas the *male-female gaps continue to grow in rural areas* (Table 5.2).

TABLE 5.1
Enrolments in Millions at Primary and Upper Primary Level

	Second Survey (1965-66)			Third Survey (1973-74)			Fourth Survey (1978-79)			Fifth Survey (1986-87)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<i>Primary</i>												
Rural	25.00	13.06	38.06	30.22	16.89	47.11	33.14	18.70	51.84	39.83	25.98	65.81
Urban	6.07	4.62	10.69	7.91	6.22	14.13	9.21	7.46	16.67	11.03	9.08	20.11
Total	31.07	17.68	48.75	38.13	23.11	61.24	42.35	26.16	68.51	50.86	35.06	85.92
<i>Upper Primary</i>												
Rural	4.71	1.20	5.91	6.30	2.14	8.44	7.91	3.05	10.96	12.33	5.40	17.73
Urban	2.81	1.53	4.34	3.35	2.16	5.51	4.18	2.82	7.00	5.32	4.23	9.55
Total	7.52	2.73	10.25	9.25	4.30	13.95	12.09	5.87	17.96	17.65	9.63	27.28
<i>Primary & Upper Primary</i>												
Rural	29.80	14.26	44.06	36.53	19.03	55.56	41.05	21.84	62.89	53.91	31.62	85.53
Urban	8.88	6.14	15.02	11.27	8.38	19.65	13.39	10.28	23.67	14.58	13.07	27.65
Total	38.68	20.40	59.08	47.80	27.41	75.21	54.44	32.12	86.56	68.49	44.69	113.18

Source : Second All India Educational Survey (1965) NCERT
Third All India Educational Survey (1973) NCERT
Fourth All India Educational Survey (1978) NCERT
Fifth All India Educational Survey (1986) NCERT

TABLE 5.2
Percentage of Girls to Total Enrolment at Primary and Upper Primary Level 1965-66 to 1986-87

School Level	Area	Second Survey 1965-66	Third Survey 1973-74	Fourth Survey 1978-79	Fifth Survey 1986-87
Primary	Rural	34.23	35.84	36.18	39.48
	Urban	43.20	44.00	44.75	45.17
	Total	36.19	37.73	38.27	40.81
Middle	Rural	20.25	25.32	27.83	31.82
	Urban	35.15	36.10	40.33	41.83
	Total	26.56	30.80	32.70	35.32
Primary + Upper Primary	Rural	32.36	34.26	34.73	37.85
	Urban	40.86	42.65	44.44	47.28
	Total	34.52	36.44	37.11	39.49

Source : Second All India Educational Survey (1965), Third All India Educational Survey (1973), Fourth All India Educational Survey (1978), & Fifth All India Educational Survey, NCERT (1986)

TABLE 5.3
Percentage Increase in Total and Girls Enrolment During 1978-86

Classes	Enrolment in Millions				Percentage Increase	
	1978		1986		Total	Girls
	Total	Girls	Total	Girls		
Primary (Classes I-V)						
Total	68.60	26.25	85.91	35.06	25.23	33.55
Rural	51.93	18.79	65.80	25.98	26.71	38.24
Urban	16.67	7.46	20.11	9.08	20.65	21.75
Upper Primary (Class VI to VIII)						
Total	17.96	5.87	27.27	9.63	51.86	64.03
Rural	10.96	3.05	17.73	5.64	61.76	84.94
Urban	7.00	2.82	9.54	3.99	36.35	41.43
Secondary (Class IX & X)						
Total	7.04	2.09	11.52	3.65	63.67	74.75
Rural	3.59	0.84	6.47	1.77	80.26	110.98
Urban	3.45	1.25	5.05	1.88	46.41	50.53
Higher Secondary (Class XI & XII)						
Total	1.83	0.46	3.51	1.08	91.41	137.48
Rural	0.59	0.08	1.33	0.32	124.64	322.52
Urban	1.24	0.38	2.18	0.76	75.58	100.52

Source: Fifth All India Educational Survey NCERT (1986)

Rural Urban and Inter level Disparities at School Stage

As Table 5.3 shows:

- (i) Percentage increase of enrolments in rural areas has been higher than in urban areas at all stages of school education
- (ii) Girls enrolments have registered a higher increase than the total enrolments at all levels.
- (iii) Rural girls have registered higher percentage increase in their enrolments at all levels compared to urban girls and the increase in overall enrolments. The percentage increase rises with every successive higher level. The enrolments of rural girls increased by 38% at primary, 85% at upper primary, 111% at secondary and 323% at higher secondary level.
- (iv) The hierarchy among different levels of school education is maintained with primary enrolments showing the lowest increase. It is true that part of the higher increase at higher levels is an account of their relatively smaller base in 1978. *This yet raises issues of resource allocations as between different levels and also reflects rural stratification where better off rural sections in better off rural locations are able to appropriate more than their share of resources*
- (v) It may also be noted that at the higher and higher secondary stage, the facilities as well as enrolments are disproportionately appropriated by urban populations. For instance, at higher secondary stage, enrolment in rural areas is barely 1.33 million as against 3.51 million in urban areas. In the case of girls the disparity is even more marked, as there are only 0.32 million girls in rural areas as against 0.76 million in urban areas in Classes XI-XII.
- (vi) *Rural girls from 74.1% of total girls at the primary stage, 58.57% at the upper primary level, 48.49% at the secondary level and only 29.63% at the higher secondary stage*

Table 54
Percentage of Girls to Total Enrolment by Levels (1986-87)

30 & Below (per cent)	30 — 40 (per cent)	40 — 45 (per cent)	45 — 50 (per cent)	
<i>At Primary Level</i>				
Rajasthan	(28.02)	Bihar Uttar Pradesh Madhya Pradesh Jammu & Kashmir	(33.26) (34.21) (38.35) (39.75)	Arunachal Pradesh Dadar & Nagar Nagar Haryana Orissa Gujarat West Bengal Assam Karnataka Sikkim
				Punjab Chandigarh Delhi Maharashtra Himachal Pradesh Tamil Nadu Manipur Andaman & Nicobar Islands Lakshadweep Daman & Diu Andhra Pradesh Nagaland Goa Mozoram Pondicherry Kerala Maghalaya
				(45.58) (45.92) (45.56) (45.05) (45.77) (45.97) (46.13) (45.61) (46.99) (47.18) (47.24) (47.36) (47.44) (47.64) (48.00) (48.79) (49.74)
<i>At Upper Primary Level</i>				
Rajasthan	(19.75)	Haryana	(31.34)	Karnataka
Uttar Pradesh	(26.52)	Jammu & Kashmir	(34.65)	Tamil Nadu
Madhya Pradesh	(27.54)	Orissa	(36.32)	Assam
Bihar	(29.19)	Andhra Pradesh	(38.21)	Lakshadweep
		Arunachal Pradesh	(38.21)	Punjab
		West Bengal	(38.57)	Tripura
		Dadar & Nagar Haveli	(38.75)	Pondicherry
				(42.09)
				Goa Chandigarh Meghalaya Mizoram Kerala
				(45.42) (46.73) (47.73) (48.85) (48.92)

(Continued)

It may also be pointed out that the present enrolments in various classes sharply dwindle more so in the case of rural girls as one moves from Class I to XII. As seen in Table (5.11) and Figure 29 for every 100 girls enrolled in Class I in rural areas, there are only 70 girls in Class II, 40 girls in Class V, 18 girls in Class VII, 9 girls in Class X and one girl in Class XII. The corresponding figures in urban areas are 83 in Class II, 64 in Class VI, 52 in Class VIII, in Class X and 14 in Class XII.

Percentage of Girls to Total Enrolment: Regional Variations

The inter-state differences in the share of girls in total enrolment range from

- 28% in Rajasthan to 49.74% in Meghalaya at the primary level,
- 19.75% in Rajasthan to 49.12% in Kerala at the upper primary level,
- 16.82% in Rajasthan to 49.63% in Kerala at the secondary stage, and
- 16.42% in Rajasthan to 46.44% in Goa at the higher secondary stage.

Table 5.4 gives us virtually a cultural map of India, the highly sexist north and north western plains, the not so sexist south, relatively gender egalitarian coastal areas, and the entire mountain range from north west through north east. Matrilineal/matrilocal and gender egalitarian cultures have provided better status for girls. The patrilineal, patriarchal and patrilocal cultures pervade, more so, in the wheat belts of the north and preclude women from economic and social participation and place high value on segregation of sexes. Attitudes to girls education are less liberal, even negative, especially in rural areas. Tribal groups are more gender egalitarian. Hills and mountains give better status to females.

As noted earlier, in the rural areas, participation of girls in education is lower than in urban areas.

The percentage of girls in total enrolment ranges from :

- 24.79% in Rajasthan to 48.68% in Kerala at the primary level in rural areas 37.58% in Rajasthan to 48.58% in Kerala in urban areas,
- 12.16% in Rajasthan to 48.80% in Kerala at the *upper primary* level in rural areas 34.50% in Rajasthan to 49.31% in Kerala in urban areas,
- 8.19% in Rajasthan to 49.35% in Kerala at the *secondary* stage in rural areas 25.09% in Rajasthan to 50.94% in Kerala in urban areas,
- 8.25% in Rajasthan to 41.78% in Kerala at the *higher secondary* stage in rural areas 19.37% in Rajasthan 53.07% in Kerala in urban areas (See Figure 29 & 30 and Appendix Table 9).

Gross Enrolment Ratio at Primary and Upper Primary Level

The Gross Enrolment Ratio (GER) has moved from 42.6% in 1950-51 to 99.1% in 1988-89 in *primary classes* (I-V), the GER for girls has gone up from 24.9% to 82.5% and for boys from 60.8% to 115.71% during this period.

At the *upper primary level* (Classes VI-VIII) the GER was moved from 12.9% to 56.6% during 1950-51 and 1988-89, for girls from 4.3% to 42.3% and for boys from 20.8% to 70.8%.

The GER ranges from 47.30% in Rajasthan to 124.42% in Tamil Nadu for girls and from 93.81% in Uttar Pradesh to 143.35% in Tripura for boys in 25 states at the *primary level*. Among the seven union territories, the GER of girls at this level ranges from 56.08% in Dadra and Nagar Haveli to 135.29% in Lakshadweep and for boys from 61.99% in Chandigarh to 159.43% in Lakshadweep.

ENROLMENT TO TOTAL ENROLMENT AT SCHOOL STAGE : 1986

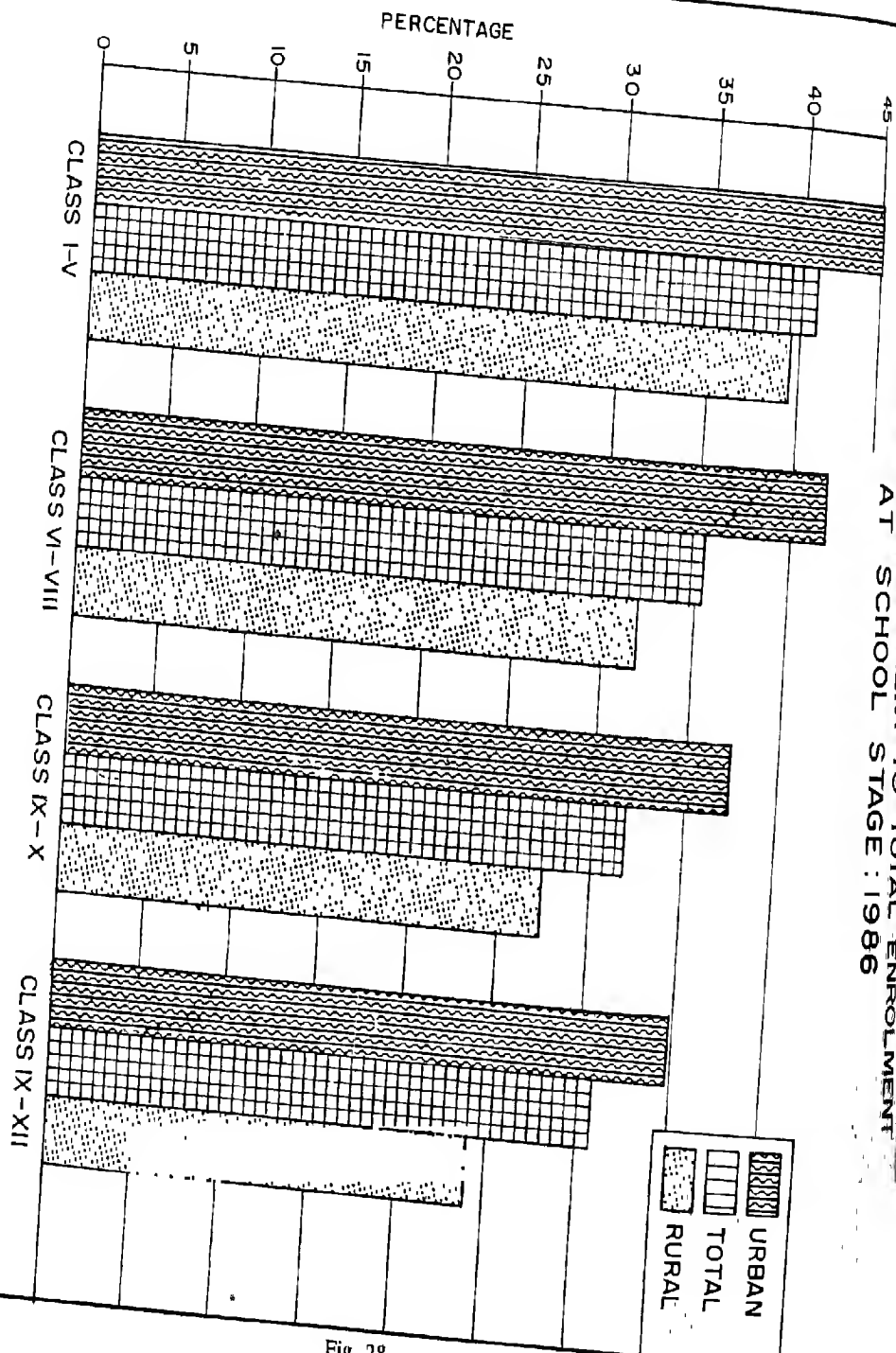


Fig 28

PERCENTAGE OF GIRLS TO TOTAL ENROLMENT OF GIRLS IN CLASS-I-XII

1986-87

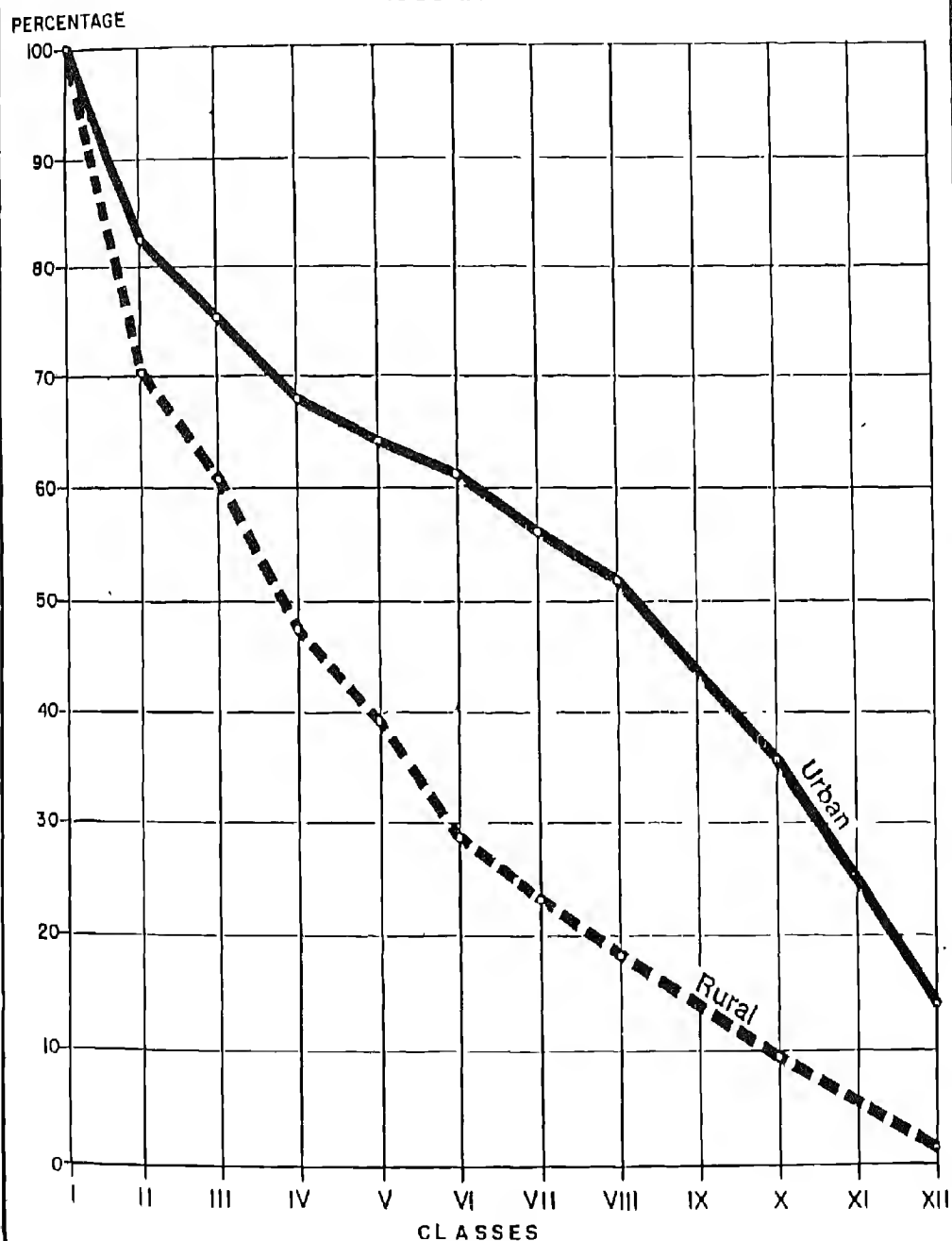
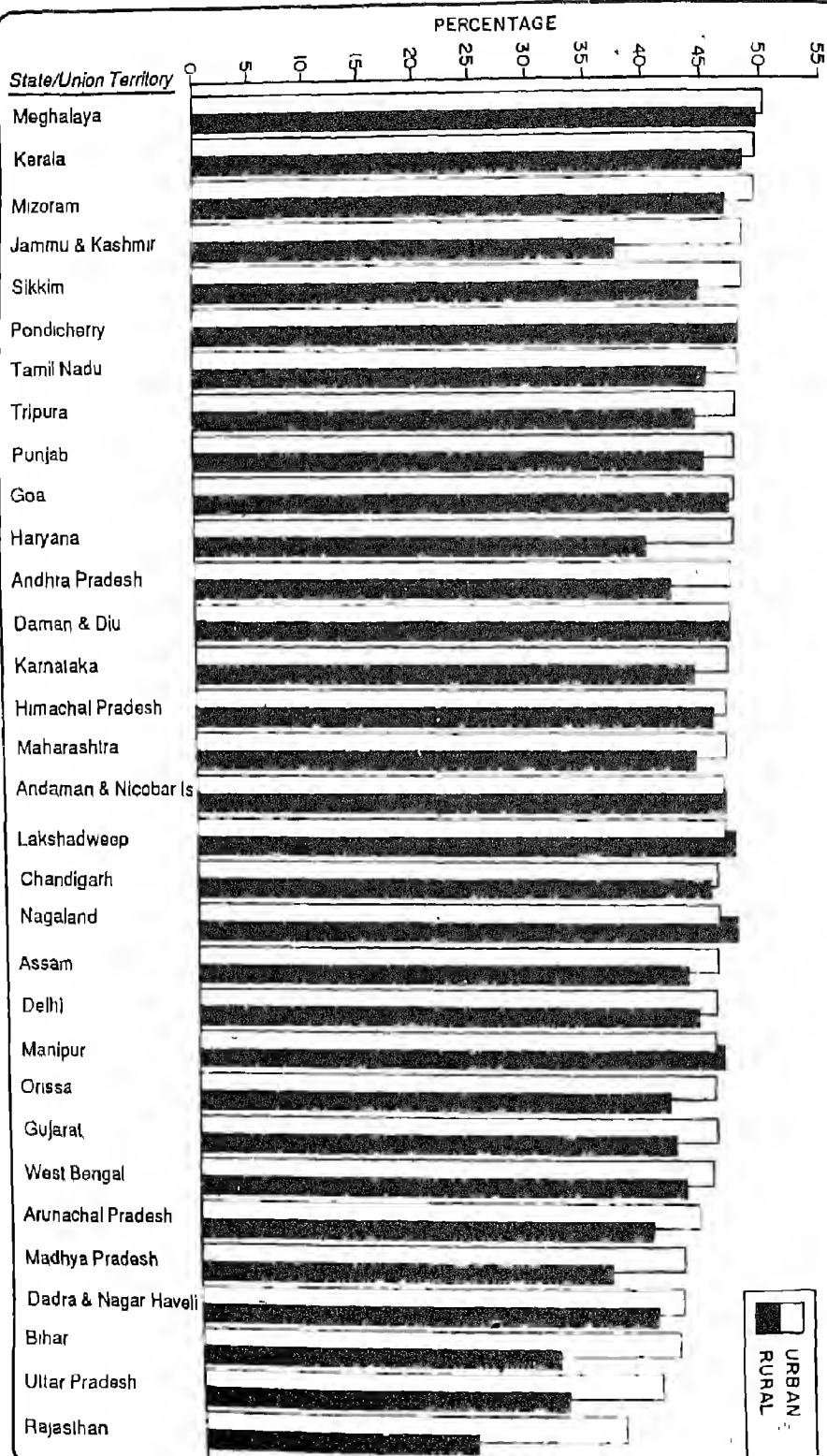


Fig 29

PERCENTAGE OF GIRLS' ENROLMENT TO TOTAL ENROLMENT
AT PRIMARY LEVEL
1986



PERCENTAGE OF GIRLS' ENROLMENT TO TOTAL ENROLMENT AT UPPER PRIMARY LEVEL 1986

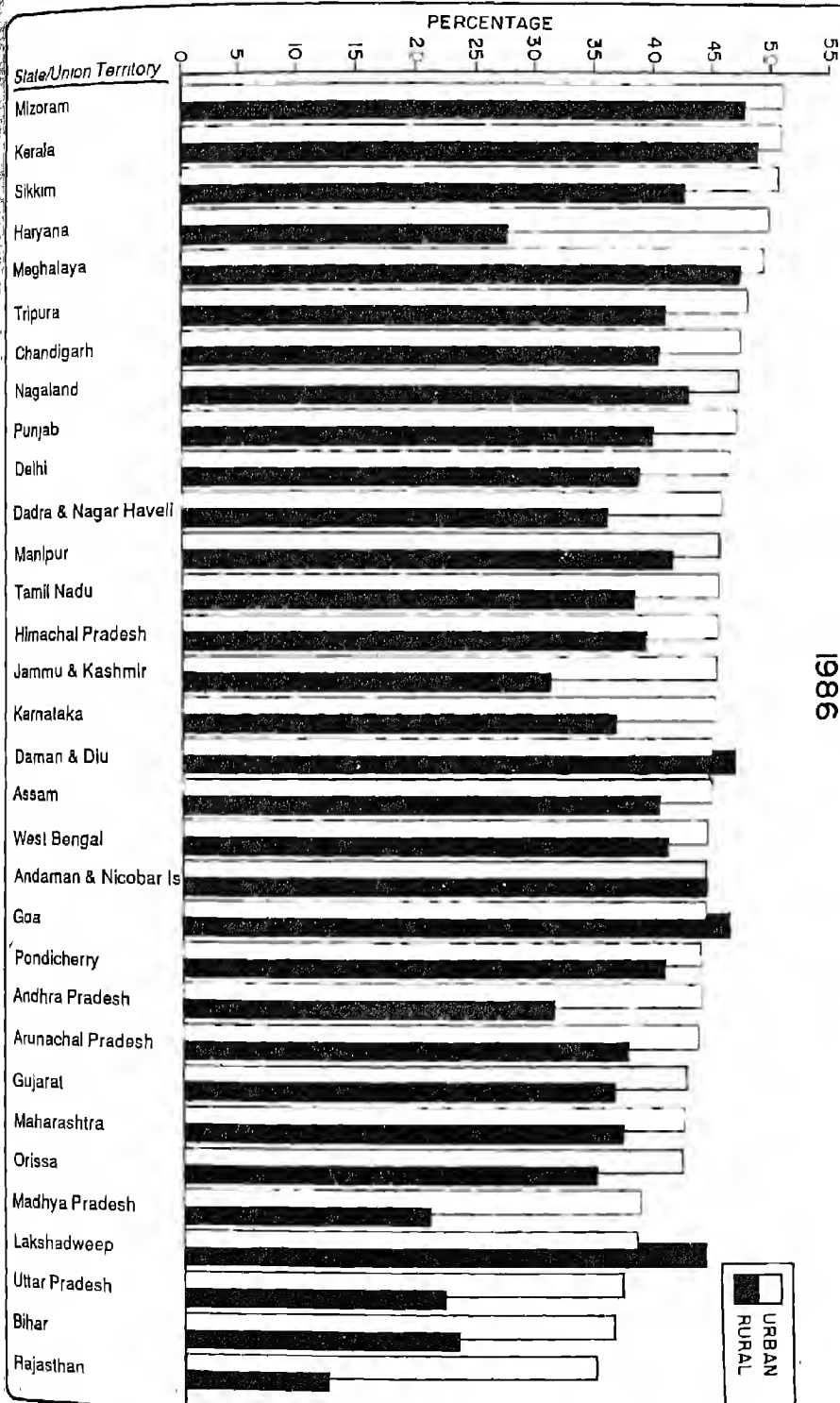


Fig. 31

At the upper primary level, the GER for girls in the states ranges from 17.29% in Rajasthan to 98.8% in Kerala and for boys from 49.40% in Bihar to 116.68% in Goa. Among the union territories, the GER for girls at this level ranges from 33.20% in Dadra and Nagar Haveli to 102.90% in Lakshadweep and for boys from 55.24% in Chandigarh to 113.69% in Pondicherry.

States with girls enrolments above 100 per cent in 1988-89 have shown increase of 30 to 60 percentage points with the exception of Kerala which recorded 19 point increase. This is understandable considering its already wide base in 1978.

States with girls enrolments between 75 to 100 have also shown increase of 21 to 53 points with the exception of Punjab which shows only a 4 points increase. The case of Punjab needs exploration considering its high GDP per capita and well developed infrastructure.

States below 75 per cent girls enrolments have shown an increase of 17 to 33 points (Table 5.5)

TABLE 5.5
Enrolment Ratio of Girls at Primary Level: Increase Between 1978-88

Sl. No.	States	1988-89	1977-78	Increase over 1978 in percentage points
1.	Mizoram	135.29	87.50	+ 47.79
2.	Tamil Nadu	124.42	80.41	+ 44.01
3.	Nagaland	121.19	62.10	+ 59.09
4.	Tripura	119.70	61.36	+ 58.34
5.	Maharashtra	113.45	70.08	+ 43.37
6.	Manipur	112.66	65.52	+ 47.14
7.	West Bengal	110.50	57.97	+ 52.53
8.	Goa	106.24	69.84	+ 36.40
9.	Himachal Pradesh	105.75	65.06	+ 40.69
10.	Sikkim	105.72	53.33	+ 52.39
11.	Meghalaya	105.41	60.00	+ 45.41
12.	Kerala	104.60	85.47	+ 19.13
13.	Gujarat	101.03	59.62	+ 41.41
14.	Karnataka	96.37	67.46	+ 28.91
15.	Punjab	93.31	89.04	+ 4.27
16.	Andhra Pradesh	89.72	50.03	+ 39.69
17.	Arunachal Pradesh	83.83	30.30	+ 53.53
18.	Madhya Pradesh	81.48	32.57	+ 48.91
19.	Orissa	79.00	44.54	+ 34.46
20.	Assam	76.13	54.77	+ 21.36
21.	Uttar Pradesh	58.08	32.74	+ 25.34
22.	Bihar	54.19	37.14	+ 17.05
23.	Rajasthan	47.30	23.02	+ 24.28
24.				
25.				
Union Territories				
	Daman & Diu	148.00	69.84	+ 79.16
	Lakshadweep	146.44	100.00	+ 46.44
	Pondicherry	123.69	74.29	+ 49.40
Below 100				
	Delhi	94.26	73.39	+ 20.87
	A & N Islands	90.53	100.00	+ 9.47
	Dadra & Nagar Haveli	77.58	50.00	+ 27.58
Below 75				
	Chandigarh	59.41	59.10	- 0.31

Source: 1. MHRD Annual Statistics 1989-89 2. Fourth Educational Survey, NCERT (1978)

However, 1988-89 data does suggest further improvement in overall participation rates of girls (rural and urban combined). All centrally governed union territories have shown remarkable progress which can be attributed to their small size and substantial financial inputs among others.

Gross Enrolment Ratios of Rural Girls 1978-86

The participation rates of rural girls are far lower than their urban counterparts, the largest gap exists between rural girls and urban boys.

TABLE 5.6
Gross Enrolment Ratio at Elementary Stage by Rural Urban Area in 1986

	Primary			Upper Primary		
	Rural	Urban	Total	Rural	Urban	Total
Girls	74	88	78	27	64	35
Boys	106	100	105	53	84	60

Source : Fifth All India Educational Survey (1986) NCERT (Unpublished Data)

Due to non availability of rural urban statistics analysis of UPE of rural girls is confined to Educational Surveys of the NCERT. The GER of rural girls is compared as between the Fourth All India Educational Survey (1978) and the Fifth All India Education Survey (1986). Broad indication are :

- (i) Whereas (GER) both rural and urban boys at the primary level has crossed the 100 mark, *one out of every four rural girls is not enrolled*. As against this nine out of every ten urban girls are on school rolls
- (ii) Universalisation of upper primary education is a far cry as 65 out of every 100 girls and 40 out of every 100 boys are still outside school. *Three fourths of the rural girls and nearly half of rural boys are still outside school.*
- (iii) Inter-state variations are substantial, more so in the case of girls (See Appendix Table 5).
- (iv) The GER for girls ranges from 51 in Orissa to 127 in Goa and 149 in Daman and Diu at the primary level *For rural girls, it ranges from 43 in Rajasthan to 130 in Sikkim and 154 in Daman and Diu and for urban girls the range is between 47 in Rajasthan to 132 in Goa*
- (v) At the upper primary stage, the GER of girls ranges from 16 in Rajasthan to 96% in Goa *For rural girls, the GER varies from 14 in Madhya Pradesh to 91 in Goa and 96 in Delhi* For urban girls, the GER ranges from 48 in West Bengal to 115 in Goa and 121 in Daman and Diu.

Analysis of 1986-87 GER for girls in Primary Education in rural areas reflects substantial improvement since 1978, with several states and union territories showing an increase of more than 50 percentage points, viz, Arunachal Pradesh, Daman and Diu, Lakshadweep, Delhi, Sikkim, Goa, Pondicherry, Tripura, Nagaland, Dadra and Nagar Haveli, Meghalaya, Maharashtra, other states like Gujarat, Himachal Pradesh, A & N Islands, Assam, Haryana, Orissa, Andhra Pradesh, Madhya Pradesh have registered an increase of 30 to 40 percentage points. *Among educationally backward states, the percentage point increase had been below 25, Rajasthan (20), U.P (18), Bihar*

GROSS ENROLMENT RATIO AT PRIMARY LEVEL IN RURAL AREAS
1986

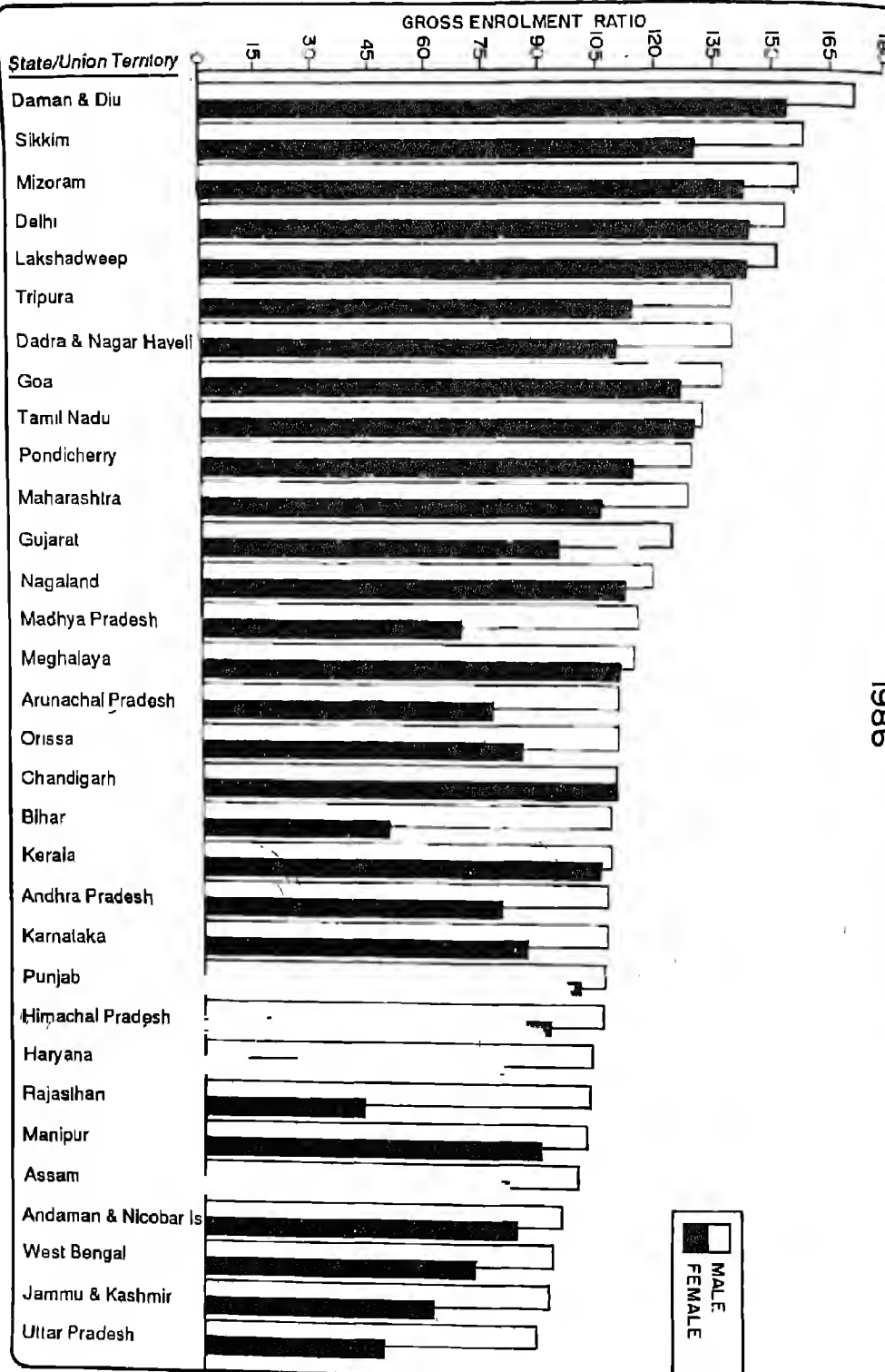


Fig. 32

(16), J & K (24), and West Bengal (12). Kerala, Punjab and Chandigarh have shown an increase of 8, 17 and 9 percentage points respectively which is understandable as these states had already achieved about 90% and above enrolments among rural girls at primary level in 1978 (See Table 5.7).

TABLE 5.7
Gross Enrolment Ratio of Girls at Primary Level
(Classes I-V and Age Group 6-11 years)

Sl No	States/Union Territories	Rural		Urban		Rural & Urban (Combined)	
		1978	1986	1978	1986	1978	1986
1	Andhra Pradesh	46	79	63	84	50	80
2	Arunachal Pradesh	29	77	50	95	30	78
3.	Assam	62	81	69	86	55	81
4	Goa	73	126	63	132	70	127
5	Bihar	35	51	71	62	37	53
6	Gujarat	59	95	60	97	60	95
7	Haryana	41	80	31	69	39	78
8	Himachal Pradesh	69	92	41	96	65	93
9	Jammu & Kashmir	36	61	58	98	41	67
10	Karnataka	68	86	66	139	68	99
11.	Kerala	86	105	77	101	86	105
12.	Madhya Pradesh	27	69	54	101	33	76
13.	Maharashtra	52	106	155	110	70	107
14.	Manipur	64	89	73	82	66	87
15	Meghalaya	66	110	42	91	60	107
16.	Mizoram	90	142	80	83	88	118
17.	Nagaland	58	112	200	73	62	104
18	Orissa	46	80	37	94	45	82
19	Punjab	92	100	79	72	89	93
20	Rajasthan	20	43	30	79	23	51
21.	Sikkim	43	130	200	47	53	116
22	Tamil Nadu	81	128	80	104	80	120
23	Tripura	59	114	87	98	61	113
24	Uttar Pradesh	30	48	46	62	33	50
25	West Bengal	60	72	54	64	58	70
26.	Andaman and Nicobar Island	60	83	71	93	62	86
27.	Chandigarh	100	109	55	77	59	79
28.	Dadar and Nagar Haveli	50	110	-	93	50	107
29.	Delhi	90	144	72	86	73	90
30.	Daman & Diu	73	154	63	142	70	149
31	Lakshadweep	100	143	-	134	100	137
32	Pondicherry	65	126	87	108	74	126
All India		47 ^a	74	64	88	51	78

Source Fourth All India Education Survey, (1978), NCERT
Fifth All India Education Survey, (1986), NCERT

States needing urgent attention in the matter of UPE of rural girls are Rajasthan, Uttar Pradesh and Bihar which account for one third of the country's population. Infact, all states with girls enrolment below 80% in rural areas should be categorized as educationally backward in which case Rajasthan, Uttar Pradesh, Bihar, Jammu and Kashmir, Madhya Pradesh, West Bengal, Arunachal Pradesh, Orissa, Haryana and Assam (border line case) qualify for continued special attention.

The States and Union Territories likely to achieve universal education at the upper primary level among rural girls are Kerala, Goa, Lakshadweep and Delhi. In foreseeable future, UPE or UEE does not appear feasible with 7 states having less than 25% enrolments among rural girls in Classes VI-VIII, 20 states and Union Territories with less than 50% enrolment, seven states with enrolments between 50-75% and only four States/UTs with rural girls enrolments between 75-100%.

TABLE 58

Gross Enrolment Ratio of Girls at Upper Primary Level
(Classes VI-VIII) and Age Group 11-14 in 1978-86

Sl No	States/Union Territories	Rural		Urban		Rural & Urban (Combined)	
		1978	1986	1978	1986	1978	1986
1	Andhra Pradesh	14	17	45	50	21	25
2.	Arunachal Pradesh	19	24	0	59	18	27
3.	Assam	31	35	30	79	31	39
4.	Bihar	10	12	24	43	12	16
5.	Goa	47	91	67	115	65	96
6	Mizoram	77	59	75	54	77	57
7.	Gujarat	41	35	51	64	44	44
8	Haryana	19	31	70	72	32	40
9	Himachal Pradesh	42	61	41	108	42	65
10	Jammu & Kashmir	20	33	45	87	27	42
11	Karnataka	28	27	58	88	37	42
12.	Kerala	71	86	87	102	74	88
13	Madhya Pradesh	12	14	40	61	19	24
14.	Maharashtra	38	42	55	68	44	52
15	Manipur	31	40	67	89	37	53
16.	Meghalaya	47	44	44	76	47	49
17	Nagaland	48	35	200	45	154	55
18.	Orissa	27	25	28	63	27	30
19.	Punjab	50	49	73	70	55	54
20	Rajasthan	7	8	22	45	12	16
21.	Sikkim	38	52	100	45	78	51
22	Tamil Nadu	34	53	42	83	38	63
23.	Tripura	24	44	60	103	28	50
24	Uttar Pradesh	12	16	37	56	17	23
25	West Bengal	28	33	39	48	32	32
26.	A & N Islands	40	72	50	96	43	78
27.	Chandigarh	100	51	64	78	64	76
28	Dadar & Nagar Haveli	33	28	-	71	63	79
29.	Delhi	56	96	64	78	64	96
30	Lakshadweep	100	77	-	77	100	77
31.	Daman & Diu	47	64	67	121	65	85
32	Pondicherry	56	69	50	77	52	72
	All India	24	27	45	64	29	35

Source: Fourth All India Educational Survey (1978) NCERT
Fifth All India Educational Survey (1989) NCERT

GROSS ENROLMENT RATIO AT UPPER PRIMARY LEVEL IN RURAL AREAS 1986

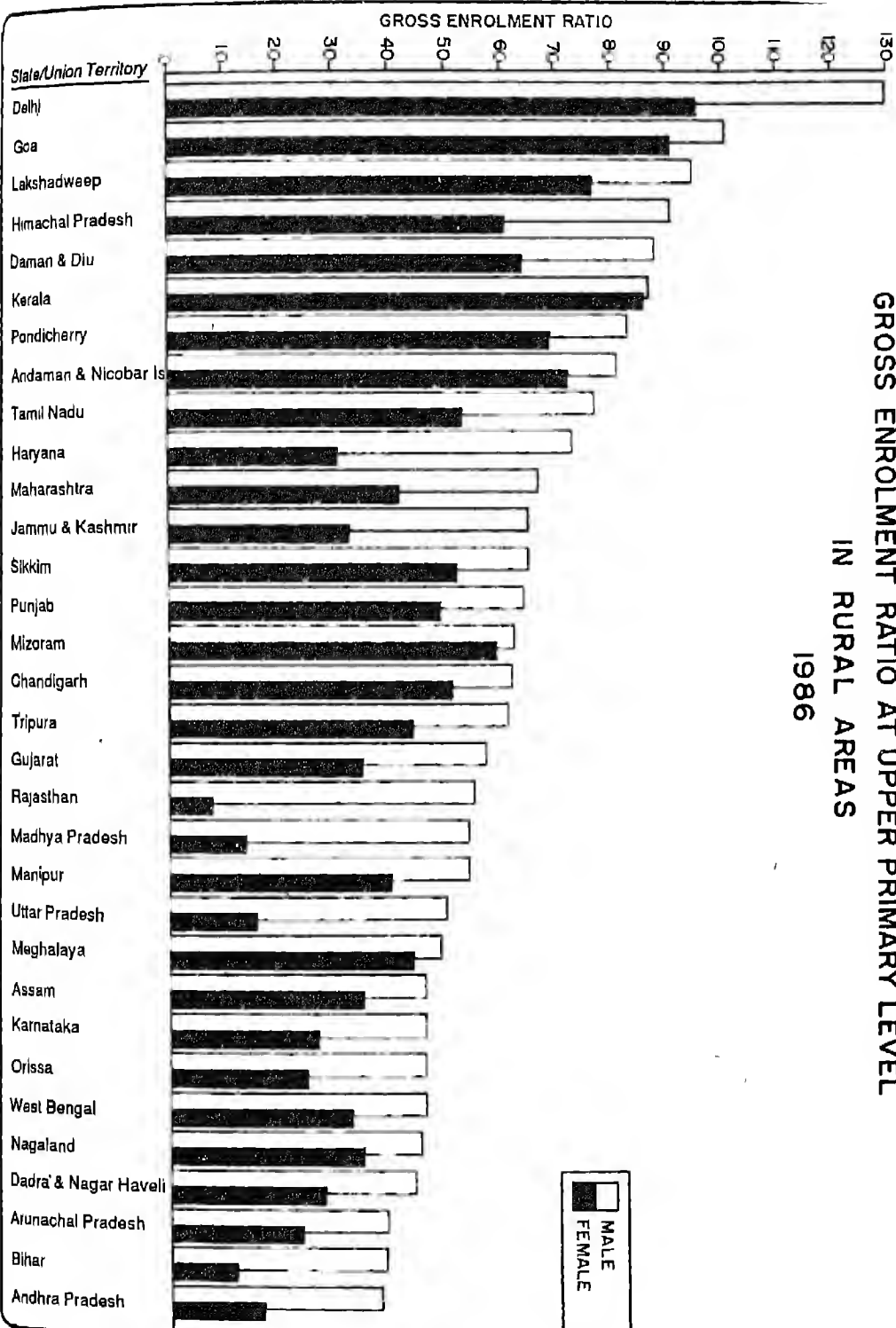


Fig. 33

Age Specific Enrolments 1986-87

6-11 Years

Age specific enrolment ratio for age group 6-11 years in 1986-87 was 75.89 for boys and girls combined; it was 64.59 for girls and 66.43 for boys. The age specific (6-11 years) ratio was 61.28 for rural girls compared to 87.43 rural boys, 86.43 urban girls and 92.35 for urban boys

11-14 Years

Age specific enrolment ratio for age group 11-14 years in 1986-87 was 51.17; 63.11 for boys and only 38.41 for girls. The age specific (11-14 years) ratio was only 31.03 for rural girls compared to 57.64 for rural boys, 78.13 for urban girls and 81.86 for urban boys

- (i) The above data also speaks of the educational disadvantage of rural girls vis-a-vis rural boys. The contrasts are marked between rural girls and their urban counterparts, the gap being the widest between rural girls and urban boys.
- (ii) Male-female gaps tend to close in urban areas and are very wide in rural areas.

TABLE 5.9
Percentage of Girls and Boys aged 6-11 Years and 11-14 Years
at School in 1981 and 1986

Age group	1981*		1986@	
	Girls	Boys	Girls	Boys
6-11 Years				
Rural	31.28	50.57	61.28	87.43
Urban	64.71	72.70	75.84	83.00
11-14 Years				
Rural	30.12	59.52	31.03	57.64
Urban	66.98	78.32	60.44	81.86

Source Census of India 1981
@ Fifth All India Educational Survey (1986) NCERT

As Table 5.9 on age specific enrolments for primary age group children in 1981 and 1986 shows, there is a significant improvement in the educational participation of 6-11 years old children in rural areas. Rural girls have registered a 30 percentage points increase and the rural boys have done even better. The improvement in age group 11-14 years is marginal for rural girls and has in fact declined for rural boys. The two sets of data are not strictly comparable, yet these comparative figures are helpful in measuring the trends in participation of children in the age group 6-14 years, and for making a rough assessment of the magnitude of the tasks.

Dropout Rates and Retention

Primary education of rural girls in India is characterised by low participation and still poorer retention in the system. While the educational system has phenomenally increased its outreach and coverage at the primary level and enrolment rates have gone up appreciably, the massive drop out continues to drain the system. As is established by research and experience, five years of effective schooling or its equivalent is essential for making the populations permanently literate. It is, therefore, absolutely essential not only to enrol children but to retain them for five years and also enable them to successfully complete primary education or its equivalent.

In India, only half the children who get enrolled in Class I reach Class V, with fifty per cent of the drop out at the primary stage taking place between Classes I and II. Allowing for the fact that the holding power of the schools is poor on account of poor infrastructure and uninteresting learning environment, this heavy drop out needs an explanation. It is estimated that on account of the official stress on enrolments, and the child census preceding the enrolment drive, a lot of (names of) children are registered on school rolls at the start of the session and their names continue till the end of the years and or even later.

It is, therefore, very likely that a large number of children *perhaps don't actually drop in to the school*.

In 1981-82, the drop out rate for girls was 55.5 per cent girls drop-outs, as against 47 per cent for boys at the primary stage. At the upper primary stage, dropout rate was 68.5 per cent for boys and 77.70 per cent for girls. The dropout rate for girls in 1981-82 varied from 10.1% in Kerala to 81% in Manipur at the primary stage and for 23% in Kerala to 88.5% in Meghalaya. The wastage is more in the early years of schooling as the maximum dropout takes place between Classes I and III, is and higher among girls in rural areas.

The interstate variations in dropout rates from Class I to VIII range from 16.17% for boys in Kerala to 79.23% in Arunachal Pradesh, and for girls from 15.66% in Kerala to 80.08% in Andhra Pradesh. The drop out rate for SC boys ranges from 13.50% in Pondicherry to 93.51% Arunachal Pradesh and for SC girls from 40.53% in Haryana to 96.07% in Arunachal Pradesh. For the ST boys, the dropout rates varied from 34.68% in Tamil Nadu to 97.22% and for ST girls from 5.62% in Uttar Pradesh to 84.89% in Manipur. (See Appendix Table 11)

The girls suffer from abnormally high incidence of drop out. In fact a large majority of them consist of 'pullouts' who are pulled out of the educational system by sheer force of socio-economic and cultural compulsions. Then, there are the 'pushouts' who because of the infirmity of the present educational system, like irrelevance of curriculum, discriminatory attitudes of teachers, parents and community regarding the value of education particularly to girls who are forced to quit without completing the primary stage of education.

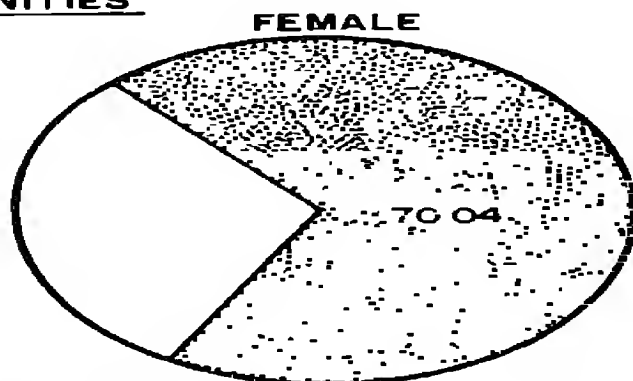
The situation among rural girls was found to be much worse in 1976. According to a national study conducted in 13 major states, the dropout rate for girls in rural areas was 65.6% compared to 22.3 per cent in urban areas. The high rate of dropout of girls in rural areas offsets the better performance of girls in urban areas. At the middle stage, drop out rate for rural girls was 52% compared to 44% for urban girls. (NCERT Study, 1976)

The 1976 NCERT study reflected that there were more repeaters than premature withdrawals contributing to the overall dropout in a particular batch. Further, the high rate of dropout was more in earlier classes i.e. between Class I and II and the enrolments stabilized in later classes. It was also found that states in which the primary stage constituted Classes I-IV the dropout of girls was very high, and was higher among the rural girls. (52% for rural girls compared to 44.1% for urban girls).

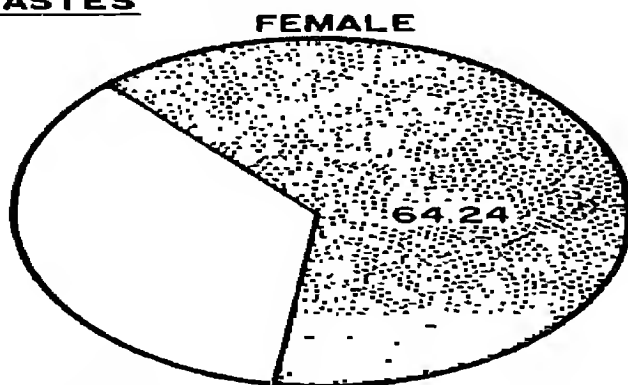
Selected Educational Statistics (1988-89) of the MHRD, Government of India indicate that the dropout rate between Classes I-VIII was 60.70% for boys and 70.05% for girls, 56.43% for scheduled caste boys and 64.24% for scheduled caste girls; and 71.5% for scheduled tribe boys and 78.43% for scheduled tribe girls (See Figure 31). In the absence of information on rural and urban areas separately, and assuming that rural urban disparities highlighted in several micro studies the situation of rural girls merits attention. Also, as bulk of the SC and ST population is rural, the dropout rate of SC and ST children can be taken as indicative for rural areas.

CLASSES I-VIII -86

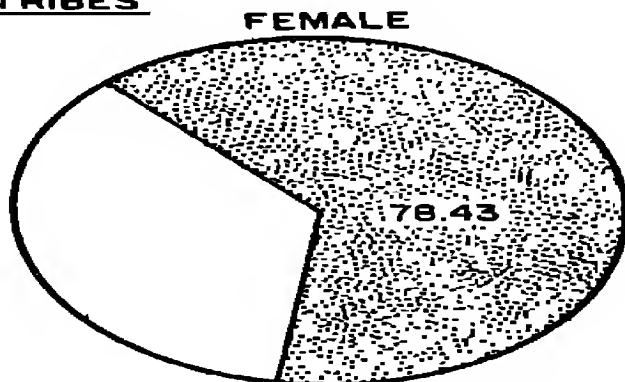
INITIES



CASTES



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Per Capita Household Expenditure and Enrolment (5 to 9 Years) 1983

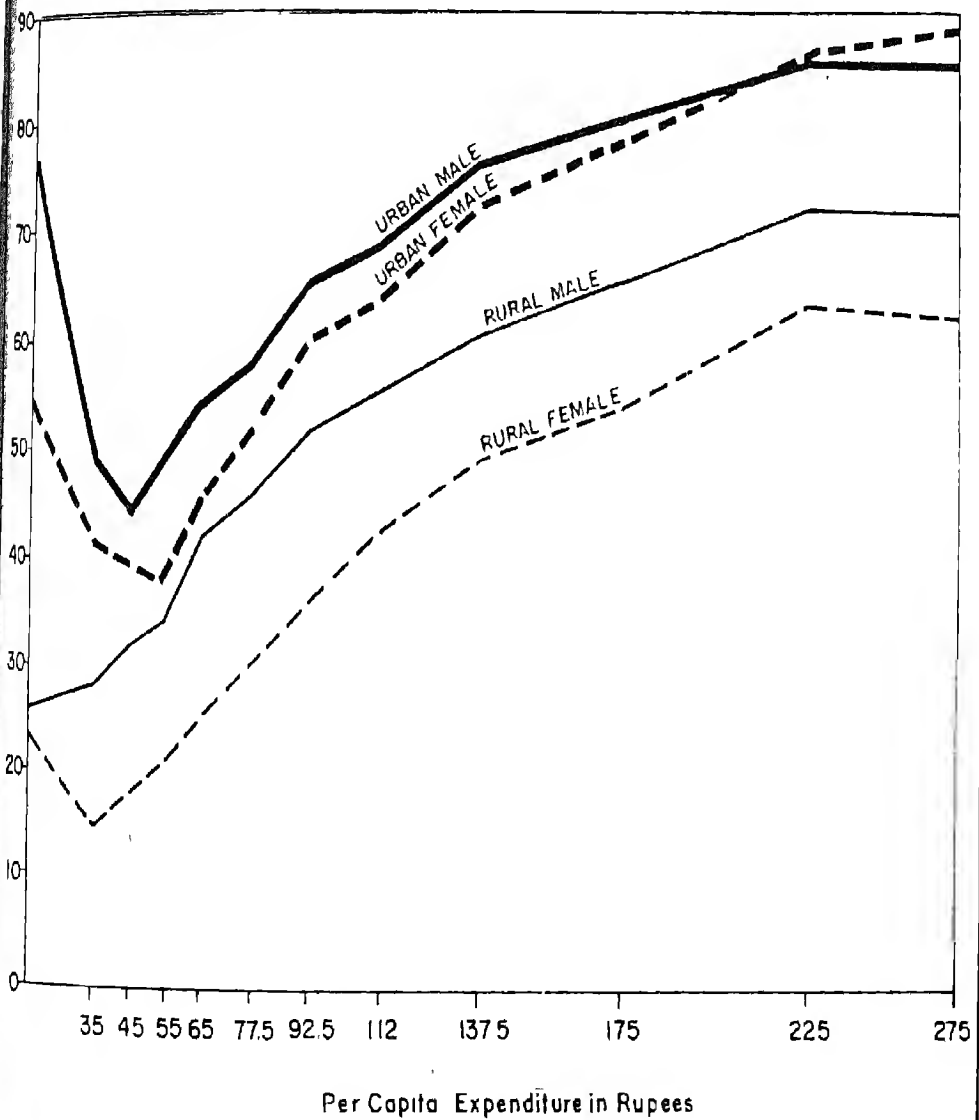


Fig. 35

TABLE 5 11
Percentage Enrolment of Girls in Selected Classes to the
Total Enrolment of Girls in Class I in 1986-87

Class	Rural	Urban	Total
Class I	100.00	100.00	100.00
Class II	70.19	82.55	72.94
Class V	39.56	62.24	45.06
Class VIII	17.77	51.82	25.35
Class X	9.33	35.85	15.24
Class XII	1.44	14.04	4.24

Source: Fifth All India Educational Survey, (1986) NCERT

In the case of rural girls the tapering of the enrolment is sharper and rural urban disparities become wider with successive higher classes. For every 100 girls in Class I in rural and urban areas respectively, there are only 40 rural girls compared to 65 urban girls in Class V and only 18 rural girls and 52 urban girls in Class VIII. In Class XII, of his percentage is reduced to 1.44 for rural girls compared to 14.04% for urban girls (See Figure 32).

The inter state variations are large. High female enrolment States of Kerala and Punjab for instance have more number of girls in Class II compared to Class I at the moment. In Kerala,* again the percentage enrolment of girls in Class V to total enrolment of girls in Class I is 109.57 in urban areas in 96.59 for both rural and urban areas combined; and in Class VIII the figures are 76.46 for rural girls, 109.29 for urban girls and 80.68 for rural and urban combined. In Goa this percentage is 89 in Class V and 75.06 in Class VIII. Himachal Pradesh, Punjab, Chandigarh, A & N Islands, Daman and Diu, Delhi and Pondicherry are the other States and UTs where the enrolments in Class VIII are more than 50% of Class I (Appendix Table 12).

Poor retention at the elementary stage affects availability of rural women teachers in the long run. Not even two per cent of rural girls, it appears, make it to higher secondary education which is the entry requirement for primary teachers' training courses.

Causes for High Drop Out of Rural Girls

Reasons for high drop out among girls given by the parents, the community, the girls themselves, the educational practitioners are, poverty, early marriage, helping parents with housework and agricultural work, unattractive school environment, parents illiteracy and indifference, lack of a positive educational climate, neglect of studies leading to repeated failure and finally withdrawal from schools. Girls join very late and are withdrawn the onset of puberty. Parents do not see any benefits of girls continuing in school and are in a hurry to marry them off so that a liability is shed.

Preliminary findings of a national study show a striking difference in the self perception of stay-ins and drop outs, the former had a relatively higher self image and very supportive family environment by and large. There were however, cases where girls showed great determination and doing well inspite of several odds. By an large, dropouts were from relatively poorer households who may initially register the girls in school but, later, withdraw them on account of economic

* In the case of Kerala, on account of continued decline in population growth rates and birth rates, the number of children in lower classes of the primary cycle are declining, at times leading to closing down of some primary schools in the state.

compulsions of work at home and many times on-account of lack of clothes and extra-tuition costs Girls if they do not fare well repeatedly are withdrawn whereas boys are made to continue. Girls get much less time for studying at home, and, leisure and play are remote events in their lives. Boys have the liberty to play and even while away their time as it is considered natural that they are playful.

It may be pertinent to point out that though enrolment ratios of girls in primary and upper primary are very high in the north eastern states, the drop out rates of girls are equally high and field studies and field observation shows that though gender discrimination is not prominent in other aspects like food, health, personal freedom, girls are held back for working on the fields and looking after animals and little use is seen by the parents of formal education for them.

Reasons for Low Enrolment of Rural Girls

The reasons assigned for non enrolment of rural girls are a combination of educational and extra educational factors, where low and inadequate provision (supply) compounds the socio-economic disadvantage of rural girls

Most of the existing studies and observations of the field officers point to the following major reasons for low enrolment of girls:

- (i) Low access and provision of educational facilities.
- (ii) Lack of adequate support services of child care, medical and health care.
- (iii) Lack of access to convenient sources of water, fodder and fuel.
- (iv) Low female literacy and associated low status of women.
- (v) Low parental education and apathy to education of daughters.
- (vi) Low valuation of female life itself and discriminatory attitudes towards female child in access to food, health care education and leisure
- (vii) Early marriage of girls hinders their educational chances.
- (viii) Keeping poverty as a constant, in poorer households the burden of male unemployment is passed on to women and children, particularly girls. Daughters attend to domestic chores and sibling care. Hence they either do not join school or drop out. This trend will continue unless employment is assured for one adult (Raj, 1985)
- (ix) Women's and girl's work is considered interchangeable but boys work, and hence the perceived 'opportunity costs' for girls are higher than those for boys (Chamie, 1983:32). An Indian study, shows that a 10% rise in female wages reduced girls' school attendance by 5%. (Rosenzweig, 1980:18)
- (x) Girls in poorer families contribute to their brother's education. Additional women and young girls in the family labour pool significantly improve the amount of schooling which male children receive (Ashby, 1985)
- (xi) The large size of poverty households is a deterrent to female education, as girls from such households are required at home for sibling care and for domestic work, in addition to helping the parents on family farms and household industry/labour.
- (xii) However, the number of female children enrolled in schools, rises with rise in the levels of household income (Shrestha, 1983; Nayar 1988), Khan 1989, parental education, especially father's education, (Shah, 1989), the size of land holdings (Rosenzweig, 1980).
- (xiii) A recent study has found a positive relationship between the per capita household expenditure (PCHH) and proportion of children at school. With the increase in PCHH, the enrolment of girls catches up fast. The enrolment rate for girls and boys equalises when the average per capita household expenditure of about Rs. 225 per month is

achieved. It may be noted that only 5% rural and 15% urban population has per capita expenditure above this range. Beyond this level of expenditure, the enrolments of girls are not only the same as boys but is even higher in urban areas. For this group, enrolment ratio of children in the age group 5-10 years is above 80% whereas this is only 40% for the families with PCHH of Rs. 40-50 per month only and only 2.8% of the urban population lives below this level. Similarly the gap between rural male and rural female enrolment declines with increase in expenditure, but the girls enrolment does not catch up with that of boys (Jalaluddin, 1990 and Figure 34a)

- (xiv) Middle class families see education of girls differently. Education of girls is seen as important for raising children 'properly' and to keep the homes running efficiently. In addition, education is seen as an enabling factor for women to earn a 'second income' for fighting rising costs of maintaining standards of living. It is also seen as an insurance against widowhood, desertion, divorce, so that women can be on their own in such an eventuality and are not a 'liability' to their families. Access/enrolment is class related.
- (xv) Further, direct cost of girls' schooling are seen as higher in terms of clothes, community costs and other incidents compared to boys (Nayar 1989a). In patrilineal, patrilocal household, investment in girls' education is seen as infructuous and unnecessary, as the gains if any would accrue to another household (Nayar 1989a; Shah 1986, 253; Qasem, 1983: 21).
- (xvi) Monetary considerations apart, negative utility is ascribed to girls education. Rural parents do not wish to educate girls for it will spoil them and make them shirk hard labour which they expected to do once they migrate to the husband's household on marriage (Seetharamu and Usha Devi, 1985: 61). However, another study shows that changing economic conditions can change cultural attitudes. The practice of hiring individual labour rather than families has led to surplus pool of family labour. Girls are sent to school as a famine fighting strategy. This is done with the expectation that such a girl would marry an educated white collar groom, who may help them in time of need (Caldwell, 1985).

Need for Separate Study of Low Enrolment and Drop Out

Reasons for high drop out rate of girls may be somewhat similar to those which inhibit their participation and enrolment, but are not the same. These need to be distinguished for the simple reason that they are related to two different sets of girls. Drop out occurs only after the girls have overcome the initial social and economic constraints and have been admitted into the educational system. These girls have come in regardless of the fact whether the school is single sex or co-educational or whether there is a woman teacher in position or not. If they drop out, the school has to share and not assign the total blame to poverty, illiteracy and negligence of parents. For whatever reasons, the parents sent them to school, we couldn't keep them.

On the other hand low enrolment of girls is characteristic of northern plains, large states with large populations below the poverty line, with deep moorings of sexism and extremely feudal social relations combined with serious under provision in terms of schools. Lack of single sex schools and shortage of women teachers in this belt where sex segregation is the highest, more particularly in rural areas, compounds the problem of low enrolment among girls in this region.

There is need, therefore, to look at the two separate though interrelated phenomena, one concerning "the drop ins" and the other concerning "the shut outs". Further, rural urban disaggregation of data and analysis is necessary, as the two contexts are totally disparate and, therefore, require differential strategies of intervention.

As the present study has highlighted male female gaps are closing very fast in urban areas, both in terms of enrolments and retention. But the real divide is the rural urban divide, in terms of

provision (institutions, physical facilities, teachers) enrolment and retention. All evidence points to the lower standing of rural girls compared to rural boys and urban girls. The crucial person on whom all attention must be focussed is the Rural Girl in education.

There is the important question of taking into account the rural stratificatory structures, which impinge on education of girls. The intra-rural disparities among regions, among different ethnic, religious and caste groups, among men and women are much wider. Gender and caste lines are hard to cross in rural areas as gender roles and occupations continue to be perceived in traditional terms.

Complementary Strategies

(i) Non-Formal Education

A programme of Non-Formal Education (NFE) for out of school children was started in 1980-81 in nine educationally backward states Andhra Pradesh, Assam, Bihar, Madhya Pradesh, Jammu and Kashmir, Orissa, Rajasthan, Uttar Pradesh and West Bengal were categorised as educationally backward based on the criteria of primary and upper primary enrolments and female literacy. In the Seventh Plan, Arunachal Pradesh was added to this list and now the scheme operates in these ten states which account for 75% of the non-enrolled children in the age group 6-14 years. Girls formed 58% of the out of school children and thus are expected to be the major beneficiaries of NFE programmes (Table 5.12).

TABLE 5.12

Out of School Children in India in 1981 (in millions)

	6-11 years		11-14 years	
	Rural	Urban	Rural	Urban
Male	19.53	2.90	7.82	1.82
Female	25.21	3.53	11.99	1.70
Total	44.74	6.43	19.81	2.94

Source: Census of India, 1981.

According to the 1981 census, 51.17 million children in the age group 6-11 years were not enrolled in schools, of these 56% were girls. In the age group 11-14 years, the number of out of school children was 22.75 million of whom 60% were girls. Rural girls accounted for 88% of the out of school female children in the age group 6-11 and 11-14.

Setting up of NFE centres was visualised as a supportive system to the existing school system which was unable to meet the needs of children from hard core poor groups of population, among them girls working children, nomads, and children living in remote and separately populated difficult areas. Under this scheme assistance is given to the states and voluntary agencies for the setting up and maintenance of non formal education centres. The Central Government gives 50 per cent assistance to the states and 100% assistance to voluntary organisations. Assistance is given for exclusively girls centres (since 1983-84) on 90 per cent basis. The scheme is in operation in the ten educationally backward states in all 274,000 NFE centres are being run. In addition to the government programmes, about 250 voluntary agencies run NFE centres, almost all of them on the pattern of government projects (Table 5.13).

TABLE 5 13
Enrolment in NFE Centres in 1986-87

Area	Primary	Number of Upper Primary	Boys	Enrolment Girls	Total
Rural	111061 (93.72)	6449 (89.96)	1948193 (57.39)	1446477 (42.61)	3394670 (1100.0)
Urban	7440 (6.28)	720 (10.04)	145800 (50.61)	131358 (49.39)	277164 (100.0)
Total	118501 (100.0)	7169 (100.0)	2093999 (57.03)	1577835 (42.97)	3671834 (100.0)

Source Fifth All India Educational Survey, (1986) NCERT,

There were a total of 125,670 NFE centres in 1986-87 out of which 93.5% were in rural areas enrolling 3.67 million children of whom only 42.97% were girls. There were close to 1.5 million rural girls enrolled in NFE centres in 1986

In 1986-87, there were a total 90988 villages having 110943 NFE centres, of these centres, 16867 were for boys, 15414 for girls exclusively and 78662 co-educational centres. Uttar Pradesh has the largest number of NFE centres i.e. 19730, followed by Bihar (13471), Andhra Pradesh (11257), Madhya Pradesh (11022), West Bengal (8346), Rajasthan (7060), Assam (6170). As is evident, the scheme is not uniformly implemented, with 50% of the NFE centres in three states viz, UP, Bihar and Madhya Pradesh. *In all, the coverage is low, barely 15% of the villages have a NFE centre*

As can be seen from Appendix Table 10, only about 43% of the girls enrolled in NFE centres at primary in rural areas are between the age of 6-14 years. *This raises the issue of looking for viable alternative channels of education for adolescent girls above fourteen and linking of NFE with the condensed courses of the Central Social Welfare Board* It may be noted that, initially, the scheme was meant for children in age group 6-14 years, as it was felt that in several areas especially where no formal schools were available, NFE centres would be the only learning mode available for children, although now the *strict policy is to open NFE centres in school less habitations on a priority basis.*

The NFE programme has expanded without due regard to quality, equivalence, credibility and comparability in terms of inputs and outputs. There is a general lack of conviction about the whole programme. The states are not willing to commit resources. There is administrative neglect and lack of faith and commitment on part of the functionaries and the families of children who are supposed to benefit from the programme. There is little attempt to adjust the syllabus to the needs of the learner, who belong to the indigent groups of population. The quality of instructors leaves much to be desired as their professional preparation is weak. The instructor is under-paid and the learning materials, lighting arrangements and instructional equipment is much below the acceptable level. Incentives like a free meal, free uniforms and free books/textbooks etc. do not exist. More often than not, formal books and syllabi are covered within a few months by instructors and infrastructural facilities are also poor. The child is expected to attain primary/upper primary level academic competence. Nothing in the name of support services exists for NFE, nor any bid to make it into a multi-sectoral programme for convergence of various child care services and programmes for young girls. *The isolation of majority of primary schools is bad enough, the isolation of an NFE centre especially in hamlets/habitations where there is no other development services available is worst.*

The entire programme is being reorganised as follows:

- (a) Area coverage: All agencies taking up NFE will ensure that all children in the area of their responsibility, regularly attend and complete primary education, either through formal or non formal centres.
- (b) Comprehensive micro planning exercises will be undertaken to determine the need for NFE centres.
- (c) Special attention will be paid to areas where children work under exploitative conditions.
- (d) NFE centres, will also be opened in school less habitations.
- (e) The comparability between formal and non-formal education would entail comparable outcomes in terms of minimum levels of competence as laid out for a particular level.
- (f) Adequate technical resource support would be provided by revamping SCERTs and setting up state and district level resource centres.
- (g) The honorarium of the instructor will be raised and the quality of his/her training improved.
- (h) Voluntary agencies will be encouraged to taken on a larger role with greater flexibility.
- (i) Management of NFE will be improved with separate structures at the state and district level with sufficient powers and honorarium etc. to the instructors.
- (j) A clear preference will be given to women in the management and running of the NFE programme.
- (k) So far the NFE system has mainly worked at the primary level. Attention will be paid to upper primary level now, with children having the option either to join the formal system or to continue through the open school.
- (l) A proper system of monitoring and evaluation will be established to ensure the necessary quantitative and qualitative data become available for improvement of the programme (MHRD Educauon for All: 53-57).

It has perhaps to be admitted that there is still, continued lack of conceptual clarity as to whether NFE is only a short term intermediary strategy till such time as a formal school can be provided to all children or is an alternative independent parallel mode of learning for the young with adequate bridges to and from the formal. It is admitted frankly that India is not in a position to provide formal schooling to its 300 million children below 14 years and to over 210 million in the age group 6-14 years. In foreseeable future, it will not be possible to create a supply induced demand, i.e. open a properly equipped and staffed primary school in every neighbourhood. That we are not supplying education in required measures and are not willing to deformatize the middle class loaded formal system to make it more flexible, receptive and sensitive to the needs of masses, is our failure. Infact, both the formal and non formal have failed to do one thing, i.e. capacity building among the young, capacity to work, capacity to live life to its fullest, capacity to care and share other people's concerns, and finally the capacity to face adversity and to be able to utilise opportunities when they come.

(ii) Early Childhood Care and Education

Children in developing countries are shaped powerfully by poverty in early childhood. Early childhood care and education (ECCE) acquires critical importance as a major compensatory programme in India where more than half the children are born and live in dire poverty. The very concept connotes early intervention in the 'care' and 'education' of the child for a holistic development. Health, nutrition, physical, mental, social and emotional needs of a child are to be consciously catered for.

Although the Indian constitution does not specifically mention pre-school education, article 45 directs the State to provide free and compulsory education to all children upto the age of fourteen. By implication provision of formal schooling to 6-14 year age group through the programme of

universalization of elementary education (UEE), has been a major goal we have chased since 1950. The importance of pre-school education and early childhood stimulation has been stressed time and again (Education Commission 1964-66, National Policy on Child 1974, National Policy of Education, 1986); but has achieved a critical dimension as a necessary pre-condition for improving children's school performance, progress and as a desirable support structure for primary education.

Learning starts at birth with the first words of welcome and joy (or lamenting in the case of girls) to those early years when a child graduates from babble to baby talk and acquires language structures of his/her adults. There is evidence to suggest that early childhood stimulation (ECS) affects the language development of the child and is clearly class related with an average middle class mother/family spending more time in talking to the baby compared to a working class mother who is both hard pressed for time and has little energy to indulge in this exercise. Up to three years, the ECS activities are performed in the home situations by and large but beyond the third year, children are likely to be attending ECE centres or similar institutions. It is of equal importance to *reach out to homes through direct* intervention or media as also through education and child care workers for supporting early childhood stimulation. The pre-school years 3-6 years become a very important period for intervention (Murlidharan, 1989, a & b).

Presently, there are several programmes of ECCE (mainly State supported) to include Integrated Child Development (ICDS), creches, balwadis, ECCE centres, pre-primary schools in state and private sector, and many experimental and innovative projects like Child to Child Programme, Child Media Laboratory, Mobile Creches and Vikaswadi covering about 6.5 million children.

Starting with 33 experimental projects, ICDS has expanded to cover 1738 blocks and 10.18 million children below 6 years and 1.93 million expectant and nursing mothers under supplementary feeding.

The current coverage of *pre-school education* under various schemes is as under:

Table 5.14
Coverage of ECCE Programmes (1988-89)

S No	ECCE Programmes	Number of Centres	Beneficiaries (In Millions)
1.	ECDS pre-school education (for age 3-6 Years)	88400	4.85
2.	Creches (for 0-5 Years)	10500	0.26
3.	Balwadis	5000	0.15
4.	Early Childhood Education	4500	1.27

Source. i) Central Advisory Board of Education Report, 1989
ii) SAARC Conference Report, 1988

Pre-school education is reported to improve language and cognitive skills of children. (Murlidharan and Banerjee, 1974, 1987; Murlidharan and Kaur, 1984, Parakh 1987).

The dropout rate among children who have previously attended anganwadis is reported to be lower and these children show better punctuality and regularity in attendance and are more neat in appearance. NCERT study reveals that children of the age group 2-5 years from urban nursery school performing better on several tasks compared to children from rural and industrial areas with no previous exposure to education. Children from deprived backgrounds are seen to face difficulties in coping with the rigidities of the very typical middle class classroom structure and the level of abstraction in formal teaching, which is alien to them.

At the moment, the only complete programme of ECCE is ICDS as it covers all three component of health, nutrition and education. The programme has the advantage of massive infrastructure, government support and finance, integrated concept and political and popular acceptability. It has a possibility of outreach which no other programme has (Swaminathan, 1988). The major problems of ICDS are inadequate training of workers, lack of provision of basic minimum facilities and varying performance of centres on different parameters especially the educational component. The health and nutrition component received major attention to the extent that the community came to look upon these centres are mainly food distribution centres. The programme leads to increase enrolments but not necessarily higher retention rates. As it is a major national programme for disadvantaged children it is highly essential to strengthen the education component (Murahdharan, 1989).

Several studies that have evaluated the educational component of ICDS indicate that despite several deficiencies, exposure to ICDS enhances overall development of pre-schoolers. Children graduating from Anganwadis perform better in school and exposure to ICDS raises the level of mother's awareness about the value of pre-school education, health and nutritional needs of their children (Sood, 1987). For instance, the school performance of children of ICDS projects was better than non-ICDS, mothers felt that Anganwadi (AW) was essential for preparation for school, which indicates the growing awareness of the groups exposed to ICDS.

The non-formal pre-school education component of ICDS aims to:

- (i) developing adequate muscular coordination and basic motor skills in children,
- (ii) develop creativity and aesthetic appreciation and elementary sense of hygiene;
- (iii) provide opportunity for interacting with other children in the same age group;
- (iv) develop in the child the ability to express her/his thoughts and feelings in fluent, correct and clear speech; and
- (v) develop the habits of attending the Anganwadi regularly.

The National Policy on Education 1986 places high priority on ECCE and recognising the holistic nature of child development, health, nutrition, mental, physical, social, moral and emotional development, suggests its integration into Integrated Child Development Services (ICDS) programme. ECCE is to lay special emphasis on children belonging to underprivileged groups and first generation learners. In addition, it would serve as a school readiness programme and as a support service for girls in UEE as also for working women in low income groups.

Early childhood years are crucial for development of a child for research evidence indicates that—

- 50% of the intellectual development takes place between conception to 4 years and about 30% between 4-8 years
- about 50% of the level of vocabulary attained by 18 years of age, takes place within the first 8 years,
- about 50% of a child's general educational attainment at 18 years is attained by 9 years of age,
- in the case of young birds and mammals, there exist 'sensitive' and 'critical' periods during which there is heightened sensitivity to stimulation or deprivation which may have a lasting and irreversible effect. Similar sensitive periods are found to be there in human development too although they may not be as 'critical' as for example, the result of 'imprinting' is in birds (Murahdharan 1989).

Analysis of existing programmes of ECCE suggests the following:

- (i) Expansion of ICDS to cover rural and urban poor within the shortest possible period. Children in ecologically deprived areas, those belonging to remote areas, nomadic

groups, migrant labour, landless poor families of urban construction workers and children working in unorganised sector to be provided ICDS and other pre-school facilities on a priority basis

- (ii) Strengthening the pre-school component of ICDS, adapting its location, duration and other elements for serving as a support service for enrolment of girls in elementary education and for low income working mothers.
- (iii) Expansion and strengthening of other ECCE programmes like the Balwadis and ECE centres to make them more holistic in nature, *versus* that, these programmes could be merged with the ICDS with a proviso for large scale involvement of the voluntary sector.
- (iv) The use of mass media on a large scale to create awareness about the significance of early childhood care and education and ways of promoting child development. Pertinent messages for rural populations need to be developed
- (v) The involvement of older children in ECCE through child to child programmes which could be taken up by primary schools, health centres, non-formal education centres, libraries, Bal Bhavans, voluntary agencies and community centres.
- (vi) Programme of early childhood stimulation (ECS) could be carried out through home base models for 0-3 years and for 3-6 years children through pre-school teachers and Anganwadi workers.
- (vii) The ECCE unit can be attached to an existing primary school or on NFE centre for girls whichever is more feasible in view of the local needs. Anganwadies and the primary schools are to be brought closer
- (viii) The second teacher to be added to the single teacher primary schools in rural areas should have training in ECCE so that younger children can be brought to school.
- (ix) Elements of ECCE must be integrated into Primary Teacher Training Curriculum (a) for adopting the methodology of ECCE in the early classes (I-III) and (b) for acting as friends and helpers to the presently less qualified Anganwadies workers. ECCE courses could be introduced on a large scale at the plus two stage as a vocational course.
- (x) A nation wide pre-school programme for 5-6 years olds in rural areas could be taken up annually through innovative summer school programmes, Sunday schools, mobile vans and media campaigns to ensure every six year old to join a formal school or a NFE centre.
- (xi) Community participation and voluntary effort to be increased substantially especially for generating local specific innovative models of ECCE.
- (xii) At the present juncture, there is lack of co-ordination among different agencies handling various ECCE programmes. For instance, the Balwadis are run by the Social Welfare department, ECE Centres are run by Department of Education and ICDS is the combined responsibility of Department of Women and Child Development and the Ministry of Health. Inter agency co-ordination needs to be improved
- (xiii) In view of the highly sexist context and undervaluation of the girl child, the gender neutral approach to ECCE be replaced by gender inclusive approach. Data disaggregated by sex is an imperative for planning suitable interventions. Sensitization of all ECCE workers to the value of equality of all regardless of caste, creed, sex or religion is of paramount importance.

CHAPTER VI

UPE of Rural Girls : A Summative Analysis

The rural girl child has received less than her due from a nation committed to values of equality and social justice and which adopted planned socio-economic development as a means to raising the quality of life of its people. As the ensuing analysis shows despite formal constitutional and legal provisions, it is only now that the rural girl child is being seen as an important unit of social enquiry and social action

The educational status of the rural girl child is inextricably linked with the broader parameters of universal values, constitutional and legal provisions, historical antecedents, the thrusts of development plans, the status accorded to women and children especially those residing in rural areas, among others.

Universal participation of rural girls in primary education rests on several educational and extra educational factors and forces to include.

Educational Factors

- i) The place accorded to education in a society in terms of resources committed, and, the share of primary education vis-a-vis other levels of education
- ii) Universal provision of adequate educational facilities within the easy reach of a girl child i.e. a school or a comparable alternative within one to two kms.
- iii) Conditions for universal enrolment, universal retention.
- iv) Smooth transition through grades to complete primary education without wastage and stagnation

Extra Educational Factors

- i) The socio-economic standing of the household
- ii) The place accorded to the girl child vis-a-vis male children in division of household labour and resources, her right to adequate nutrition, health care, education, leisure and freedom of movement.
- iii) The roles and status of rural women and the emphasis placed on their educational development and training for self reliance and self sufficiency; equally the importance of their health, nutrition and employment.
- iv) The ideological factors or political commitment to gender equality and the ability of the leadership to reconcile often conflicting definitions of gender roles, as between the constitutional and legal provisions, and customary law and social customs.

The issues and constraints facing UPE are discussed keeping in view the above factors the broader framework of policies and programmes of women's education and development and the heterogeneity of the overall social and demographic context of the country.

In India, primary education of rural girls is characterized by low supply and low demand. Rural girls have low enrolments and still poorer retention rates

POLICY ANALYSIS; GAINS AND GAPS

The policy gains of Indian women are many but these are not always matched by commensurate resource allocations and necessary institutional structures. The Constitution of India not only grants equality to women in all spheres but also empowers the State to adopt protective

discrimination measures for neutralizing the cumulative social, economic, educational and political disadvantage of women and for making special provisions for the care and protection of children against exploitation and for promoting their growth and development. Several new laws have been passed and many existing ones amended during the last four decades to improve the status of women and children.

As the history of girls education shows, a period of 8 years of education was universal among the Aryans. With the rise of Brahmanical forces, women lost the right to education or public participation. Buddhism which rose as an anti thesis to the constrictive Brahmanical Social Order, disappeared from the land of its birth without making any significant difference to the education and status of women. All Buddhist populations in Asia have fairly gender egalitarian social enrolment and female literacy is high among them. Open to series of invasions, the northern plains were the battle grounds and perhaps justifiably developed resistance to women's participation in extra domestic life, confining them to the dead security of the household among others. By the year one A.D., women in these parts were leading a confining existence and their position grew worse with each successive foreign invasion, pushing existing populations to interiors, jungles or mountains and giving rise to practices of female infanticide, child marriages, the institution of *purdah* and even social evil of *Sati* in the northern plains. This is exactly the region where status of women is the lowest on all known indicators, and education of females is the poorest, including that of rural girls. This is also the region which was relegated to backstage during colonial rule when all developmental educational and infrastructural changes took place around the major ports and surrounding areas designated as presidencies (Madras, Calcutta and Bombay) and later in Punjab and Delhi (the summer and winter seats of the British Government). This has left us with a vast medieval tract which is highly sexist and has contiguous districts with adverse sex ratio and low female literacy right from Haryana to Rajasthan, Uttar Pradesh and Bihar, the last being the seat of the great Ashokan Empire from where Buddhism started its journey to neighbouring lands.

The southern and the eastern parts remained relatively free from external threats and did not develop the paranoia about the safety of women of the north and north western plains perhaps. Gender discrimination is lower in coastal areas of the southern peninsula, and in tribal tracts of central India and the north east which did not interest the colonial administration. Of course, the incursions of Christian missionaries into the north eastern tribal belts has caused higher literacy among populations though without educational levels. Female literacy and enrolments are high among these tribal populations with the exception of Arunachal Pradesh, highest being among the Mizos, the inter tribal variations are often too large even in the north east and need far more understanding and analysis. For instance, marginalisation of tribal populations in the north eastern State of Tripura is evident in low primary school retention rates despite widespread educational infrastructure.

Due to colonial policies of strict neutrality in relation to women's status, girls education was ignored completely till 1854 and the first major State attention to education of girls, particularly, rural girls was drawn by the Hunter Commission in 1882. In the Nineteenth century, through nearly half of the 20th century, education of girls progressed mainly on account of private initiative, initially by Christian missionaries and later on by a large number of denominational institutions and private trusts within the fold of reformed Hindu church. The 19th century social reform movements were primarily male led and succeeded together with the British rulers, in enacting legislations banning female infanticide, child marriage, *Sati* and in bringing about removal of ban on widow remarriage. (Nayar, 1988)

Education of women and girls however, was primarily seen in relation to improving their status within the family and for raising the quality of family life. Education of women in British India did not have an economic aim and was primarily an auxiliary development of education of middle class men in relation to colonial bureaucracy. Despite policy statements enunciating equality

between sexes and undifferentiated curricula for boys and girls, education of girls is still seen as primarily preparing the girls for domestic roles, although there are measurable changes in reality with middle class women stepping into paid work in large numbers. However, there is the other side of the coin. The macro-techno-urban-elitist-growth-led socio-economic development succeeded in marginalising rural populations further and rural women in particular who have paid the heaviest price. They were displaced from land and employment on account of male led, male biased planning models which saw rural women primarily as mothers and wives and not as farmers and producers.

The Contemporary Scene

Home Economics Syndrome

Development planning and educational planning in India (as in other post colonial, post feudal societies of Asia, Africa and Latin America) have suffered from the middle class male 'myopia' which could conceive of women only as mothers and housewives totally ignoring their producer roles in subsistence agriculture. Women were assigned the privatized task of family health and nutrition, child care, health and hygiene. Men were assigned not only the tasks of production but were also given the necessary education and training. On account of lack of education and training rural women were relegated to less differentiated tasks and were even edged out of the work force.* As in other developing countries, education of men was dominated by perspectives of economics of education (manpower development, human capital formation) whereas women's education has stayed confined to the 'home economics' syndrome which takes a very partial view of women's lives and fails to capture the rural reality. Women have been excluded from agricultural training till very recently. The content of formal and non-formal education for women continues to reflect this misplaced limited view of women's lives. (Nayar, 1990).

From Welfare to Development

The first five Five Year Plans distinctly followed the welfare approach to women's development, where women's education was seen in relation to their family roles, and the economic roles of women were ignored. Education of rural girls received only casual attention

There are several marked changes in the overall development perspectives and in the approach to women and development. Development plans had earlier reflected the biases of western educated urban middle class males. The movement has been from the limited 'manpower approach' (with excessive concern for higher order skills), to relatively broader 'human capital' formation and more recently to the more comprehensive human resource development (HRD). The HRD approach wishes to develop self reliance among individuals (and so in women) and believes that enhanced quality of life would generate sustained increase in productivity. This approach visualizes release of productive capacities of humans via programmes in education, health, nutrition and family planning. The ideas of equity and social justice advocate special preference in HRD for disadvantaged groups. *The approach also espouses decentralization of power and resources, setting up locally responsible and accountable institutions, development of capabilities and commitment among local personnel and community level programming, and among all these the important role of the NGO's. Women are seen as a valuable human resource.* The 'welfare' approach to women's education and training has expanded to include their hitherto ignored roles as producers, as farmers, as unpaid family workers. (Nayar, 1990)

The Indian standpoint showed a distinct shift came after the shocking revelations of the 1971 Census and the Report of the Committee on Status of Women (1974) that revealed a declining sex ratio, declining work participation rates and displacement of women from land and work on account of introduction of new technologies, poor health and low educational and nutritional status especially among women belonging to rural areas and urban slums. The period corresponding to

the UN Development Decade (1975-85) saw intense activity in India as elsewhere. Better and more information was generated on women and policies were revamped. Many legislations were passed to improve the status of women. New Institutional structures were set up. In the Sixth Development Plan (1980-85), Women in Development (WID) ideology was accepted for the first time and a large number of educational, training, poverty removal and employment programmes were directed at women. In the Seventh Five Year plan (1985-90), there was added emphasis on improving employment chances, production skills and a culture of self reliance among women through availability of credit and skill training, enhancing women's awareness of their rights and organising them for collective action. Several schemes were started for rural poor women.

From Women to the Girl Child

The UN Women's Development Decade (1975-85) played a major role in raising issues of women's status in national and international forums, and led to setting up of national focal points for development of women and children. In India, a Department of Women and Child Development was set up in 1985 in the Ministry of Social Welfare, and was transferred later newly set up Ministry of Human Resource Development. *It was realized in the late eighties that most of the central issues of the Development Decade veered around adult women and there was a need to look at the problems of girls, right from infancy to adolescence separately. For good reason, a girl child and her plight as 'The Lesser Child' received heightened attention:*

- (a) *It was felt that in India, a child is not a gender neutral category and gross discrimination and neglect is faced by female children, in fact, by all females from before birth and after birth to death. Girls received the necessary tribute when the SAARC countries declared 1989 as the Year of the Girl Child. The deliberations, researches, meetings, conferences by national bodies, UNICEF, and many NGOs on the situation of the girl child received vast media coverage. The SAARC Year succeeded in unravelling the poor educational, health and nutritional status of girls in the region. The data, the documentation, and the collective efforts of governments, NGOs and international agencies like UNICEF, UNESCO placed the Girl Child on the national agendas, not only for a year but a decade. It was interesting to notice references to the Girl Child in most political speeches and policy pronouncements during 1990 and since.*
- (b) *It was also realized that for raising the status of the women, it was necessary to intervene early enough for obtaining the necessary results. Education, health and socialization of girls therefore, needed strong intervention.*

The National Policy on the Child (1974), and the ICDS employed the *category child* and did not take note of the gross discrimination faced by the girls in large parts of the country. Even today gender statistics are not available for ICDS, and till late even NMB (Nutrition Monitoring Bureau) had not put out gender disaggregated data. *Thus, gender neutral approaches to child development, turned out to be detrimental to female children. For want of data and information by sex, policy interventions for girls are difficult to make.*

Educational Planning. From Macro to Micro

During the fifties and through sixties, educational planning was macro, aggregative, top-down, suffering from over centralization and lack of local initiative and people's participation. Education was seen as providing the necessary scientific and technical manpower for modernizing agriculture and for industrialization. Consequently, technical education and general secondary and higher education received a boost. Elementary education which received the highest priority in the First Five Year Plan, took a backstage and its share dwindled in each successive plan. *The share of elementary education came down from 57 per cent of the budget allocation for education in the First Five Year Plan to 29 per cent in the Seventh Plan.* Educational expansion did take place both in terms of educational institutions and enrolments. However, the expansion of elementary

education in rural areas has not been sufficient, and, *hard core poor, amongst them girls/children in sparsely populated and difficult inaccessible areas are still outside the system.*

It was only in the 1970s it was realised that the existing top down system of educational planning was not working and enrolments had reached a plateau. Need was felt to identify *specific groups of children who were unable to benefit from a system that seemed to be working primarily for the urban rich and middle classes, and for some rural rich*. The Working Group on Elementary Education (1978-79) set up by the Government of India found that 75 per cent of the non-enrolled children were living in nine major states of India, viz, Andhra Pradesh, Assam, Bihar, Orissa, Madhya Pradesh, Rajasthan, Uttar Pradesh, Jammu & Kashmir and West Bengal; *and one of these children, 75 per cent were girls. Therefore, it was seen that in order to universalise elementary education (UEE), major focus should be on enrolment and retention of girls.* (Nayar, 1980)

During 1980s, the emphasis shifted to *making planning decentralized, disaggregative and participatory, seeking people's support and participation in planning at the grassroots*. District as the unit of development planning, micro planning with involvement of local communities (including women), setting up of village education committees, mobilising women's groups to promote girls education, have increasingly been seen as suitable strategies for UEE. The researchers disaggregated educational data to show the wide disparities that existed between males and females, between general and scheduled populations and tribes, and, *above all the sharp rural urban differences in educational provision, enrolments and the retention rate. Rural females, among them SC and ST females were found at the bottom of the educational pyramid, the urban males and females were at the top* (Nayar 1989, 1990; Aggarwal, 1988; Nuna 1990).

The *National Policy of Education 1986* gave prominence to the removal of educational disparities and committed the entire educational system to work for women's equality. However, *the rural-urban divide did not receive adequate attention.* By all standards, urban females seem to have benefitted from better educational and other development infrastructures available to them, but *rural women and girls continue to be disadvantaged on all scores.*

It is to the credit of education sector, that gender statistics have always been collected, which is not necessarily the case in most other sectors of development. However, *a major lacuna is that rural urban break down is not put out even by the Department of Education at the Centre or by the States in annual reports.* This data is available only from periodic All India Educational Surveys conducted by the NCERT. Although, general estimates are made about educational backwardness of rural girls, *no comprehensive study exists where educational and allied data are analysed to give the exact magnitude of the problem in its many facets.* Micro level studies, however, when pieced together throw enough light on the factors impeding the progress of girls education. *UPE is increasingly been seen as the problem of enrolling and retaining rural girls as rural boys in this age group are atleast formally on rolls*

Approach to Rural Development

The continued underdevelopment of rural areas, where three quarters of India lives, was seen as a major problem and a drag on development. It was only in late 1970s, it was realized that progress in agricultural sector was not equal to rural development and the existing evolutionary approach of community development blocks was not necessarily yielding the desired results. It was noticed that rural areas were underserved as far as infrastructures of education, health, roads, water, communication etc. were concerned. The basic problem was the continued poverty of *the rural landless and marginal farmers who did not gain anything from the Green Revolution* (which made

the pastures of big farmers and traditional aristocracy greener)¹. The 1971 and 1981 Censuses reported tremendous increase in rural landlessness especially among women and found poverty levels substantially higher among rural areas affecting women and female children more adversely. A major corrective was launched in the form of the Integrated Rural Development Programme (IRDP) in 1978-79 which aimed at creating employment in rural areas through training of youth and women for self employment (TRYSEM) and through several other schemes. Direct poverty alleviation programmes like National Rural Employment Programme (NREP), Rural Landless Employment Guarantee Programme (RLEGP), Food for Work Programme, grant of soft loans for self employment in agriculture and related areas were started. Krishi Vigyan Kendras (Agriculture Science Centres), Khadi Village Industries Commission (KVIC) which covers 26 rural industries were given a special mandate to protect women's employment and the Commission expanded their coverage of women. DWCRA (Development of Women and Children in Rural Areas), started as a sub-programme of IRDP and aims at organising rural women for action to overcome their traditional handicaps, to get to know their rights and dues and to work towards the realization of the same; also, to get skill training for economic self reliance. A large number of centrally sponsored education and training schemes (45 in all) are being implemented by the States, of these 16 are exclusively meant for women and the rest are open to both men and women. Majority of these new schemes started during the Sixth and the Seventh Plan are for women (Nayar, 1991)

As regards girls education, more particularly education of rural girls, there is a remarkable consistency of policy recommendations since 1882 and an equal amount of consistency in the performance gaps. We have always chased targets, never met them.

The Indian Education Commission 1882 noticed social impediments such as purdah, child marriage, parental indifference, lack of women teachers and girls schools and deplored the extremely backward condition of girls education which they felt needs to be fostered in every legitimate way, " hence we think it expedient to recommend that public funds of all kinds-local, municipal and provincial should be chargeable in an equitable proportion for the support of girls' schools as well as boys school. The Commission further recommended giving of liberal grants to private girls schools, awards/grants to women wanting to train as teachers, starting of TTI's for women and a separate inspectorate for girls education. The Commission also considered it necessary to extend primary education to backward classes specially amongst the aboriginal tribes and low castes through fee exemption (Italics mine)

We haven't really moved beyond this, and, this excerpt could well have been written in 1982. A detailed analysis on all policy documents and policy statements, including plan documents, show that rural girls were mentioned more in passing except in the Bhaktavatsalam Report (1963) where the terms of reference stressed rural girls in the study of factors of low literacy and low enrolments among women and girls.

Girls Education and the Status of Women

Education of girls in India is influenced by several factors and forces and in turn exerts a strong influence on many development variables. Girls' access to education is limited or facilitated by the status accorded to women in general and younger girls in particular and is further governed by the accident of birth in a certain social class, caste, ethnic group, residence in a rural or urban area etc. among others. Further girls education leads to higher age at marriage reduced fertility rates, lower

1. The concessions given to the farmers include no income tax on agricultural income, and this is being misutilized by the urban rich for tax evasion. They have farms, cultivated or not, which help them convert their black money into white.

infant and child mortality rates, better quality of life for all members of a family/household in terms of health and nutrition and education of children. Beside these very utilitarian considerations that have already registered with the development planners, education is a merit good in itself for a girl to gain personhood in her own right and not necessarily as a relational category of a mother, a wife, a daughter, a sister. We have looked at some of the interrelationships of female education and some other social variables.

The status of women emerged as a powerful variable of national development, particularly after 1971.* The situation of a girl child in any society is a direct reflection of the status accorded to adult women. In India, the status of women varies from region to region and further differs on account of caste. Understanding of this very complex phenomenon is difficult, except to say that measured by crude indicators of sex ratio, female mortality rates, participation in education, in family and societal decision making and the economy, personal freedom, age at marriage, there appear to be sharp contrasts region wise. The highly sexist north comprises the Hindi belt of the Indo-Gangetic valley, viz, the states of Uttar Pradesh, Rajasthan, Bihar, Madhya Pradesh, Haryana, and to an extent, West Bengal, Orissa, Andhra Pradesh in the East and South East. Tamilnadu, Maharashtra, Gujarat and Karnataka provide the middle ground. Fairly egalitarian north eastern mountain regions and coastal areas comprising Assam, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim, Arunachal, Tripura, Goa, Pondicherry and Kerala, which are distinctly different from the rest of the country in respect of the place accorded to women and girls. Even at a low level of general and educational development male-female disparities are small in the third set of the states where low physical availability of education and other development infrastructure may restrict both male and female participation in education but a girl is not kept back necessarily on account of any restriction on her movement as such.

It may, however, be noted that even in gender egalitarian cultures, girls enrolments may equal those for boys but their retention rates and completion rates do get affected by lower access or on account of family circumstances especially among the tribal population of India. As we know, the high enrolment rates are no indication of retention and achievement, as is obvious from the size of Class V and Class VIII to Class I or from dropout rates (See Chapter V). However, the male-female disparities in drop out rates are negligible in these gender egalitarian cultures, and prominent in gender discriminatory cultures like Uttar Pradesh, Rajasthan, Bihar, Madhya Pradesh etc.

Overall Development Performance

Analysis of India's development performance shows that at an aggregate level, the growth of GDP was offset by massive population increase, and there was little left to funnel further growth. The country has recorded average annual growth of GNP at about 3%, more popularly known as the Hindu rate of growth. Only during 1985-90 has the GNP increased at about 5.6 per cent and the population growth has come down to 2.11%. Apart from slow growth of the economy, the intra-group and inter-region disparities continue to be wide with 41% of the rural population (about 200 million) still below the poverty line. And, poverty affects women and girls more adversely.

Rural Poverty and Rural Females

Rural areas continue to be underserved in terms of education, health, communications, roads, electricity, safe drinking water and other development infrastructure and gender discrimination and sexist attitudes further limit the possibilities of rural women and girls utilising whatever facilities are available.

* After World Conferences on Food and Population and later as a consequence of the UN Development Decade for Women (1975-85).

Seventyfour per cent of the hospitals and 84% of the hospital beds are in urban areas. The Primary Health Care Centres (PHCs) Sub-centres and rural dispensaries give inadequate medical and health coverage. Only one third of the births are attended by trained medical personnel in rural areas, the proportion being as low as 8-10% in several States. Only 47% rural population has access to safe drinking water and it is women and girls who are responsible for fetching water.

The work day of rural women and girls is interminably long from 15 to 18 hours, leaving little time or energy for pursuit of education. Women and girls account for two thirds of the work in rural areas, domestic, paid, unpaid. As they produce 'use value' goods and not 'cash value' goods and services, their contribution in non-monetized, subsistence, rural economies remains invisible. *Rural girls are the invisible child workers, who are constantly aiding and substituting adult women's work as surrogate mothers, as domestic drudges, as invisible piece-wage workers and farm hands, which keep them away from school (Italic mine)*

Child marriages are a fact of the rural scene in India The incidence of child marriage (below 14 years) has declined from 22% in 1961 to 7.82% in 1981 the inter-state variations range from 18.31% in Rajasthan to 0.30% in Kerala. In 1981, 2 million female children were found married, Nearly half the rural girls in the age group 15-19 years were married, this proportion ranging from 14.13% in Kerala to 77.88% in Madhya Pradesh. Majority of the rural girls are married before attaining the legal age at marriage. The total fertility rates are higher in rural areas and the average size of household is very large increasing the burden of the females. *Low valuation of female life and a strong son preference is displayed in the northern plains (mostly the wheat belt and irrigation fed agriculture).*

And, thus begins the endless grind early marriage, unsafe motherhood, poor health, low birth weight babies, high infant and child mortality rates (higher amongst female children in rural areas), high maternal mortality, and low female productivity on account of lack of education and income generating skills. A study found the rate of skill formation among rural women at 3% when skills are defined to include weaving, blacksmithy, shoe-making, house building, carpentry, carpet weaving, basket making. Agricultural work is not included and, more than 82% of all women workers and more than 90% of rural women workers are employed in agriculture. During 1971-81, a small shift is noticed among women from agriculture to industry and a slight decline in the tertiary sector. Also, during this period women's share of agricultural labour has gone up and proportion of women cultivators has gone down, indicating further pauperization of peasant households forcing women to seek wage work. The situation of women headed households in rural areas is as high as 33 to 40% in certain regions and necessarily compels women and children to seek wage work in the absence of any assets.

As noted earlier rural women and girls continue to be educationally and economically the most deprived section of our society. Rural female literacy rates are not only lower but extremely poor and worst among the SC & ST groups of women and girls. As evidence shows, female literacy and educational level are positively related with age at marriage, female school enrolments, participation in non-agricultural, non-household based employment and negatively related with population growth, birth rates and death rates especially among children below five years of age. Therefore, the impelling need to give our attention to education of females in rural areas and among disadvantaged groups.

Universal Provision: Quantitative Shortfalls

Universal provision of educational facilities for all children between 0-14 years would comprise

- (i) Anganwadis, Balwadis, pre-school classes for children below 6 years of age
- (ii) Primary Schools/Sections (Classes I-V) for Age Group 6-11 years

- (iii) Upper Primary Schools/Sections (Classes VI-VIII) for age group 11-14 years
- (iv) Non-formal Education Centres for children in the age group 6-14 years at primary and upper primary level

However, the provision aspects of UPE of rural girls cannot be seen in isolation from secondary/higher education, where from emerge the primary teachers. Other related aspect is provision of adult education centres and other socio economic programmes available for rural women.

The present situation of educational facilities in rural areas serving more than 420 million children below 18 years may be summed up as follows

ECCE

Only about 11% of the children in the age group 0-6 years are served by one or other of the ECCE programmes. Only 15% villages have *Balwadis/Anganwadis*, less than one per cent villages have a pre primary school and less than 2% villages have pre-primary classes attached to schools.

Close to half of the one million rural habitations accounting for 20% of the rural population do not have a primary school. There are a total of 555652 primary schools/sections in rural areas

PRIMARY

Only 13% habitations have an upper primary school/section within habitation; 52% rural population have this facility within 2 km and 84% within 3 km. There are a total of 145024 upper primary schools/sections in rural areas giving a ratio of 1:4 between the primary and the upper primary schools/sections. In such an event UEE cannot be achieved unless a substantial number of upper primary schools are added or existing primary schools are upgraded.

SECONDARY

Rural secondary schools number 38862 only 4.43% habitations accounting for 17.73% of rural population have a secondary school within habitation; 78.92% have this facility within 8 kms, 86.54% of rural population have a secondary school within 8 kms.

HIGHER SECONDARY

Rural higher secondary schools number 7136. Only 0.91% of habitations have a higher secondary school within habitation; 45.80% have this facility within a distance of 8 kms; 50.97% rural population have a higher secondary school within 8 kms.

NFE CENTRES

There were 274,000 NFE centres in 1988-89. Only 16.19% villages had NFE centres. A total 117510 (93.5%) NFE centres were in rural areas.

ADULT EDUCATION CENTRES

In 1986-87, only 17% of the villages had adult education centres. Only 5.91% villages had exclusive centres for women, another 5.12% had mixed centres open to both men and women.

INCENTIVES

Incentives like a free noon meal, free text books, free uniforms and attendance scholarships are given to children at the primary and upper primary level. The total coverage is insufficient

considering 40 to 50% rural populations in several large and most populous states live below the poverty line. And, further, these incentive schemes are poorly managed. Of 113 million children at the elementary stage. Presently, only 18% children receive a free noon meal, 13% receive free uniforms and 27% children receive free textbooks

Rural children form 77% of the beneficiaries. Girls form 41% of the beneficiaries under the free mid day meal scheme, 50% of those who receive free uniforms and 41% of children receiving free textbooks. Scheduled caste children form 20% of mid day meal beneficiaries, 33% of free uniform recipients and 25% of those who receive free textbooks. Scheduled tribe students account for 13% of the mid day meal beneficiaries, 12% of children getting free uniforms and 11% of those getting free textbooks. SC and ST children are covered in much higher proportion to their share in the population on account of special protective discrimination policies for their upliftment. Only 18.29% rural girls receive a free noon meal and 25.74% of rural girls and 23.60% of the rural boys are covered under the free textbooks scheme. Only 17.9% rural girls and 21.23% rural boys receive free uniforms. Attendance scholarships are being given to 0.006% girls and 0.1% boys at the primary stage. Girls form 33% of all children receiving this benefit, 36.69% in rural areas and 30.41% in urban areas

Physical Facilities and Ancillaries

Rural primary schools are worse off as regards infrastructural facilities. Two kinds of disparities are visible (a) all urban schools are better off than rural schools and (b) the proportion of schools having this facility rises with every successive higher level.

In 1986, only 55% *Rural primary schools* had a pucca building (as low as 10% in north eastern States); 45% had drinking water, 11% had urinals, 3% had separate urinals for girls; 3.9% schools had lavatories, 1.03% for girls exclusively, 25% had libraries; 58% had blackboards, 46% had furniture/mats, 33% had medical facilities and 25% had provision for health check ups.

Under the National Policy of Education, 1986, "Operation Blackboard" was launched for providing certain minimum infrastructure, such as, two reasonably large rooms which can be used in all weather, necessary toys, games and material; blackboard; maps, charts and learning materials; at least two teachers in every school to include one woman teacher, urinals and lavatories on a priority basis in girls schools. Starting with 20 blocks, the programme proposes to cover all the government primary schools by 1989-90 i.e. by the end of the Seventh Plan period. Operation Blackboard took off only in 1988 due to non availability of funds earlier]

Teachers

During 1950-51, the number of primary teachers have increased from 0.54 million to 1.6 million, a *three fold increase*, whereas there has been a *twelve fold* increase at the upper primary stage and a ten fold increase in the number of teachers at the secondary stage.

The lower rate of increase at the primary stage is a matter of concern and further inquiry, that is where bulk of the institutions and students are enrolled and that will be the only education they will receive in the case of half of these children.

The picture which emerges is

- i) Primary schools which constitute 72% of all schools and account for 67% of all students at the school stage have less 50% of all school teachers.
- ii) Upper primary schools which constitute 19% of all schools and 21% of all students have 25% of all teachers employed at the school stage.

PERCENTAGE OF FEMALE TEACHERS 1986

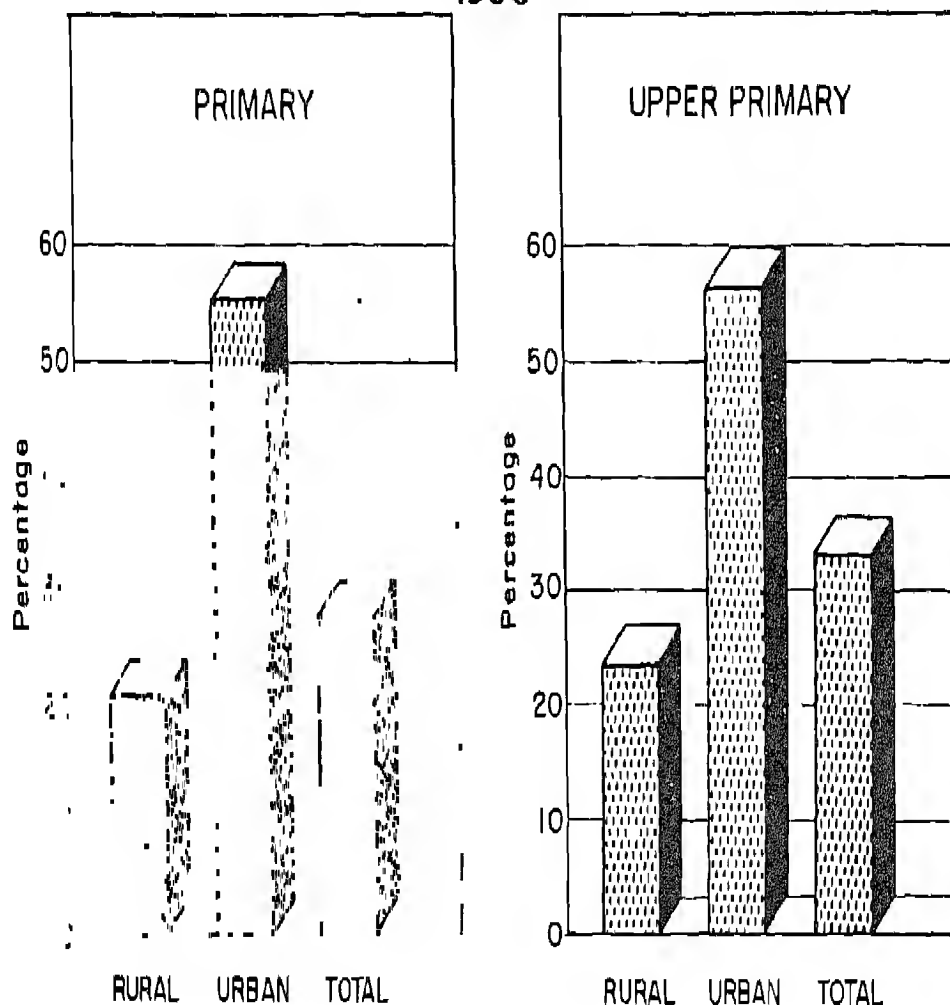


Fig 36

- iii) Secondary schools which constitute 7% of all schools and have 9% of all students account for 19% of all teachers employed at the school stage.
- iv) Higher secondary schools which constitute 2% of all school and have about 3% of all school students, account for more than 6% of all school teachers.

Trained Teachers

In 1986-87, 86.45% of primary teachers, 87.42% of upper primary teachers, 90.02% of secondary and 89.43% of higher secondary teachers were trained teachers. All seven north eastern States have very low proportion of trained teachers.

Women Teachers

Women formed 40.20% of the primary, 30.92% of upper primary, 28.53% of secondary and 29.64% of higher secondary teachers in 1986-87.

Rural Areas continue to face a acute shortage of female teachers

- i) At the primary stage, the proportion of female teachers is only 21% in rural areas, as against 56% in urban areas.
- ii) At the upper primary stage women teachers account for 23% of rural and 57% of urban teachers.
- iii) It is also significant to note that the proportion of female teachers decreases sharply at the secondary stages. The proportion of rural female teachers declines to less than 13% at the higher secondary stage.

As Appendix Table 13 shows, the inter state variations are substantial from 9.81% in Madhya Pradesh to 61% in Kerala and 85% in Chandigarh at primary level in rural areas and from 18.10% in Meghalaya to 88.83% in Himachal Pradesh in urban areas.

At the upper primary level percentage of women teachers range from 8.38% in Orissa to 58.36% in Kerala and 83% in Chandigarh in rural areas and 32.89% in West Bengal to 89% in Chandigarh in urban areas.

It may be noted that *the states having lower proportion of female teachers are also the low female literacy, low female enrolment states. Due to under development of rural areas in general and of education in particular, rural girls seldom cross to higher secondary stage, and on to teacher training. It is in this vicious circle that the rural girls are trapped*

Under operation Blackboard, States have taken steps to give an additional teacher to all single teacher schools, one of the two being a woman.

Universal Enrolment and Retention

During 1950-51 and 1987-88, the total enrolments have increased from 19.2 million to 92.9 million at the primary stage. The number of girls enrolled at this stage has gone up from 5.4 million to 37.8 million and enrolments for boys have increased from 13.8 million to 55.2 million during this period. At the upper primary level, the total enrolments have gone up from 3.1 million to 29.9 million, the corresponding rise for girls was from 0.53 million to 19.2 million. Girls improved their share of primary enrolments from 38% in 1950-51 to 41% in 1987-88 and from 33% to 36% at the upper primary stage during this period.

Progress of Primary Education of Rural Girls During 1965-86:

- (i) At the primary stage, enrolments of rural girls doubled from 13.06 million to 25.98m. The urban girls also registered a two fold increase. Girls enrolments showed higher increase compared to boys.
- (ii) At the middle stage, enrolment of rural girls increased from 1.20 million to 5.40, *four and a half times* and in urban areas, the increase was three fold during this period. Girls enrolments increased at a faster pace than boys.
- (iii) The male female gaps at primary and upper primary levels continue to widen, more sharply at the middle stage. The gaps are the widest among rural girls and boys and tend to close between the two sexes in urban areas.
- (iv) During the period 1965-86, rural girls improved their share of total enrolments from 34.23% to 39.48%, the urban girls going up from 43.20% to 45.17% only.
- (v) Rural girls showed greater progress even at the middle stage with their percentage to total going up from 20.25% to 31.82%, a more than 11 percentage point increase compared to 6 percent increase among urban girls.
- (vi) Needless to say, urban girls were already going well in 1978 and hence showed lower increase. Infact, at the middle stage urban girls form over 47% of the enrolled students.
- (vii) This strengthens our observation that *male female participation rates are converging in urban areas, whereas the male female gaps continue to widen in rural areas.*

Percentage Increase in Enrolments During 1978-86

- (i) Percentage increase of enrolments in rural areas has been higher than in urban areas at all stages of school education during 1978-86.
- (ii) Girl enrolments have registered higher percentage increase in their enrolments at all levels compared to urban girls and overall enrolment. This percentage increase rises with every successive higher level. The enrolments of rural girls increased by 38% at primary, 85% at upper primary, 111% at secondary and 323% at higher secondary.
- (iii) The hierarchy among different levels of school education is maintained with primary enrolments showing the lowest increase. It is true a part of the higher increase at higher levels is on account of their relatively smaller base in 1978. *This raises issues of resource allocations between different levels, and also reflects the rural stratification where better off rural sections in better off rural locations are able to appropriate more than their share of the resources*
- (iv) It may also be noted that *at the higher and higher secondary stage, the facilities as well as enrolments are disproportionately appropriated by urban populations.* For instance in 1986 at higher secondary stage, enrolment in rural areas was barely 1.33 million as against 3.51 million in urban areas. In the case of girls the disparity is even more marked, as there are only 0.32 million girls in rural areas as against 0.76 million in urban areas in Classes XI-XIII.
- (v) Rural girls form 74.10% of total girls at the primary stage, 58.57% at the upper primary level, 48.49% at the secondary level and only 29.63% at the higher secondary stage.

Gross Enrolment Ratio at Elementary Stage

The Gross Enrolment Ratio (GER) has moved up from 42.6% in 1950-51 to 93.3% in 1986-87 for primary grades I-V; the GER of girls has gone up from 24.9% to 79.89% and for boys from 60.8% to 106.42% during this period. In upper primary classes VI-VIII, the GER has moved up from 12.9% to 48.51% during this period; the GER for girls has gone up from 4.3% to 35.6% and for boys from 20.8% to 60.6%.

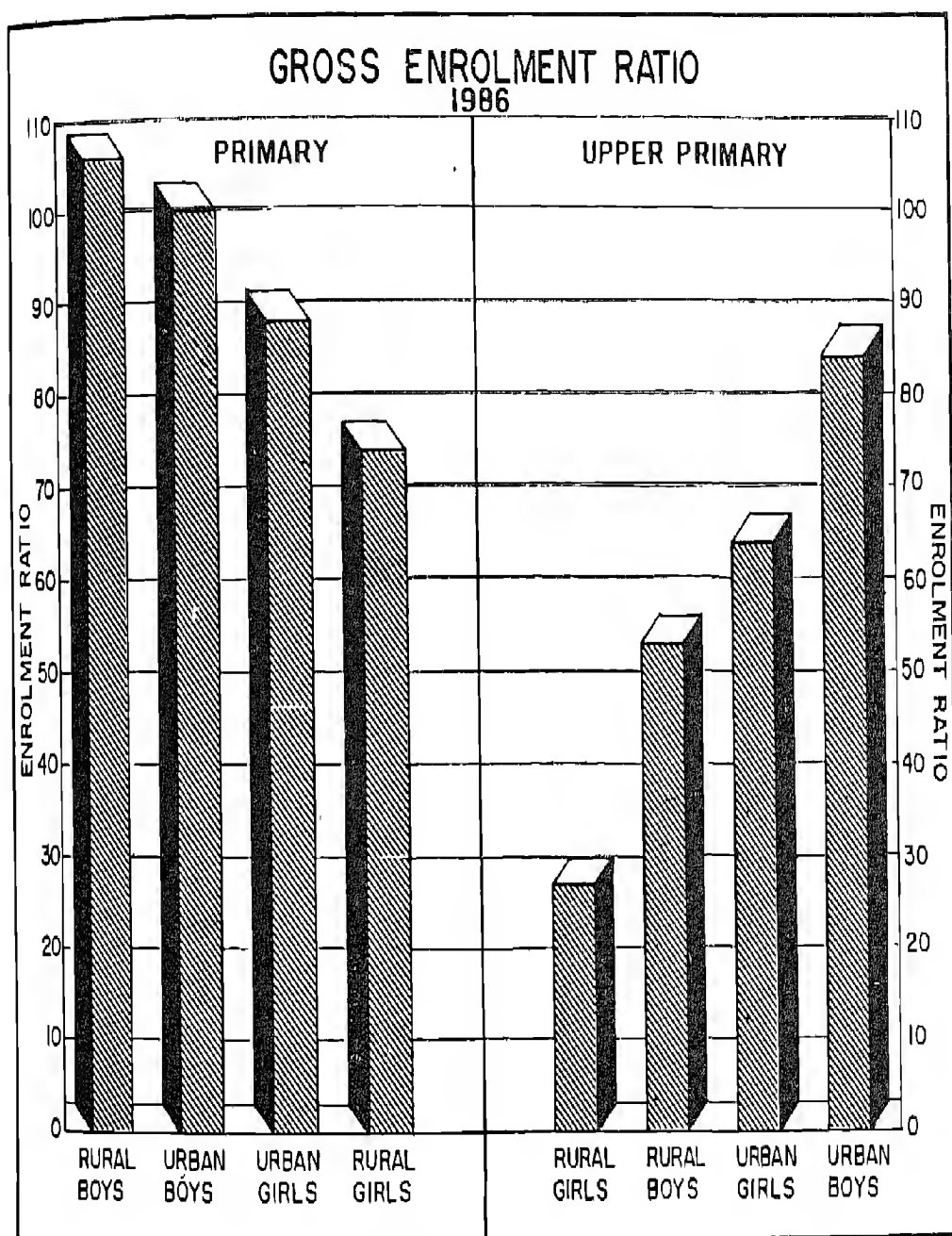
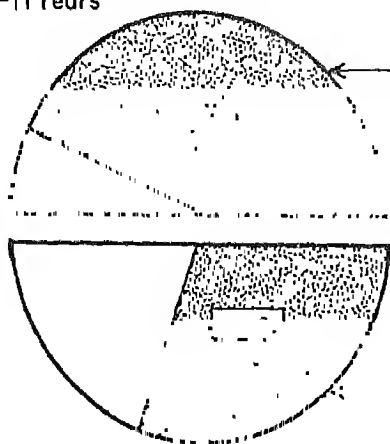


Fig. 37

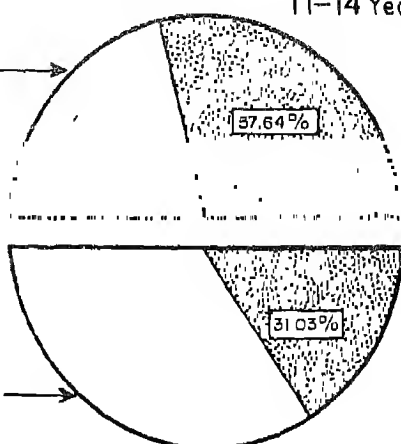
AGE-SPECIFIC ENROLMENT RATIO 1986-87

RURAL

6-11 Years

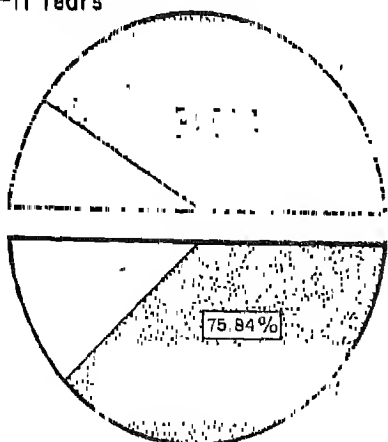


11-14 Years



URBAN

6-11 Years



11-14 Years

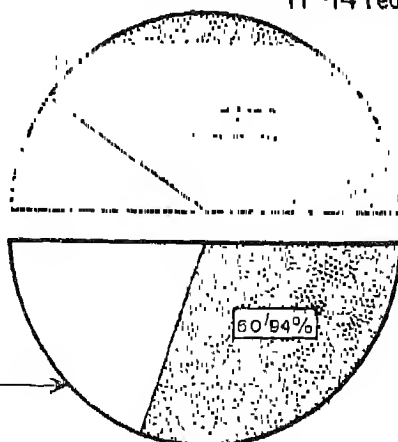


Fig. 38

- (i) Whereas (GER) both rural and urban boys at the primary level has crossed the 100 mark, one out of every four rural girls is not enrolled. The attention has to be focussed on rural (and urban girls) of poverty groups to universalise primary education
- (ii) Universalisation of upper primary education is a far cry as 65 out of every 100 girls and 40 out of every 100 boys are still out side school. Three fourths of the rural girls and nearly half of rural boys are still outside school.
- (iii) Inter state variations are substantial more so in the case of girls (See Table 5 at Appendix Table-5).
- (iv) Scheduled Caste and Scheduled Tribe girls continue to be more disadvantaged and display marked intra group disparities across regions and rural urban locations.

Dropout Rates and Retention

In India, only half the children who get enrolled in class I reach Class V, fifty per cent of the children drop out at the primary stage which takes place between classes I and II. There appears to be a lot of spurious enrolments on account of official stress on universalization. It is therefore very likely that a large number of children perhaps *don't actually drop on to the school*

According to the latest available data, drop out rate between classes I-VIII was 60.70% for boys and 70.05% for girls; 56.43% for Scheduled Caste boys and 64.24% for Scheduled Caste girls; and 71.5% for Scheduled Tribe boys and 78.43% for Scheduled Tribe girls. Rural statistics are not available. As bulk of the SC and ST population are rural, the drop-out of SC and ST children can be taken as figures somewhat indicative of the situation in rural areas

The interstate variations in drop out rates up to Class VIII range; for boys from 16.17% in Kerala to 79.23% in Arunachal Pradesh, and for girls from 15.66% in Kerala to 80.08% in Andhra Pradesh. The dropout rate for SC boys ranges from 13.50% in Pondicherry to 93.51% Arunachal Pradesh and for SC girls from 40.53% in Haryana to 96.07% in Arunachal Pradesh. For the ST boys, the dropout rates varying from 34.68% in Tamil Nadu to 97.22% in Uttar Pradesh and for ST girls from 34.64% in Kerala to 84.89% in Manipur. All north eastern states show the highest drop out rates for both boys and girls, more so for girls

A rough measure of retention is enrolment in Classes V and VIII as percentage of Class I at any given point of time. The all-India figures show that enrolment in Class V as percentage of students in Class I was 45.06 and gets reduced to 25.35 in Class VIII (1986-87). For every 100 girls in Class I in rural and urban areas respectively, there are only 40 rural girls compared to 65 urban girls in Class V and only 18 rural girls and 52 urban girls in Class VIII. In Class XII, this percentage is reduced to 1.44 for rural girls compared to 14.04% for urban girls. The inter state variations are large. High female enrolment States of Kerala and Punjab for instance have more number of girls in Class II compared to Class I at the moment. In Kerala, again the percentage enrolment of girls in class V to total enrolment of girls in Class I is 109.57 in urban areas and 96.59 for both rural and urban areas combined, and in Class VIII the figures are 76.46 for rural girls, 109.29 for urban girls and 80.68 for rural and urban combined. Goa is the only other State where this percentage is 89 in Class V and 75.06 in Class VIII. Himachal, Delhi and Pondicherry are the other States and UTs where the enrolments in Class VIII are more than 50% of Class I (Appendix Table 12 and Figure 32).

Causes for High Drop Out of Rural girls

The girls suffer from abnormally high incidence of drop out. Reasons given by the parents, the community, the girls themselves and the educational practitioners are poverty, early marriage, helping parents with housework an agricultural work, unattractive school environment, parents

illiteracy and indifference, lack of a positive educational climates, neglect of studies leading to repeated failure and finally withdrawal from schools. Girls join very late and are withdrawn at the onset of puberty, parents do not see any benefits of girls continuing in school and are in a hurry to marry then off so that a liability is shed. It is important to note that though enrolment ratios of girls in primary and upper primary are very high in the north eastern states the drop out rates of girls are extremely high and field studies and field observation shows that though gender discrimination is not prominent in other aspects like food, health, personal freedom, girls are held back for working on the fields and looking after animals and little use is seen by the parents of formal education.

Reasons for Low enrolment of Rural Girls:

The reasons assigned for non-enrolment of rural girls are a combination of educational and extra educational factors, where low and inadequate provision (supply) compounds the socio economic disadvantage of rural girls. The existing evidence points to the low access and provision of educational facilities and lack of adequate support services of child care, medical and health care, lack of access to convenient sources of water, fodder and fuel in rural areas. Girls are put to these hard tasks early. Low female literacy and associated low status of women; low parental education and apathy to education of daughters and low valuation of female life itself and discriminatory attitudes towards female child in access to food, health care education and leisure, and early marriage of girls also hinders their educational progress.

In poorer households the burden of male unemployment is passed on to women and children, particularly girls. Daughters attend to domestic chores and sibling care, and hence either do not join school or drop out. This trend will continue unless employment is assured for one adult. Women's and girls work is considered interchangeable but boys work is not and hence the perceived costs of girls education are very high. Girls in poorer families subsidize their brother's education.

The large size of poverty households is a deterrent to female education, as girls from such households are required at home for sibling care and for domestic work, in addition to helping the parents of family farms and household industry/labour. However, the number of female children enrolled in schools, rises with rise in the level of household income parental education, especially father's education and the size of land holdings. Middle class families see education of girls differently. Education of girls is seen as important for raising children 'properly' and to keep the homes running efficiently. In addition, education is seen as an enabling factor for women to earn a 'second income' for fighting rising costs of maintaining standards of living. It is also seen as an insurance against widowhood, desertion, divorce, etc.

Direct costs of girls schooling are seen as higher in terms of clothes, commuting costs and other incidents compared to boys. Investment in girls education is seen as infructuous and unnecessary, as the benefits would go to another household. Monetary considerations apart, negative utility is ascribed to girls education. Rural parents do not wish to educate girls for it will spoil them for hard labour which they will be expected to do once they migrate to the husband's household on marriage. However, there is evidence that changing economic conditions can change cultural attitudes. The practice of hiring individual labour rather than families has led to surplus pool of family labour. Girls are now sent to school as a famine fighting strategy. In the hope that such girls would marry educated white collar grooms who may help them in time of need.

MAJOR BARRIERS AND AREAS OF INTERVENTION

Policy Gaps

Insufficient attention has been paid to *rural girls in policies and plans*. Only passing references are made to them in policy statements, plan documents, rarely translated into concrete action supported by adequate resource allocations and necessary institutional structures.

Even when legal and constitutional provisions exist for compulsory education, ban on child marriage and child labour, equality of women and protective legislations for promoting educational and economic interests of, there is *inadequate dissemination of such information*. *Implementation of laws concerning women and children leaves much to be desired.*

Further, there are *gaps observed in the perceptions of policy makers and the implementors* particularly with regard to the status of women and the need to redefine gender roles to make them more equitable. Customary laws and practices militate with the Constitutional and legal provisions, making the latter difficult to implement.

Rural Under Development

Rural areas are extremely *underserved* in terms of all development infrastructure to include basic services of education, health, roads, water, electricity communications etc. Rural poverty is very severe with 30-40% of population below poverty line in the most populous States. Gender discrimination and variables of caste and religion compounded with poverty make the lot of the rural girl child worst.

Insufficient understanding of the rural female life cycle of poverty, malnutrition, gender discrimination, early marriage, unsafe motherhood, long fertility span, recurring pregnancies longer hours of back breaking unskilled often unpaid work, and the neglect faced by female children. Rural girls have no childhood and face neglect as children, as adolescents and are over worked, over stretched.

Planning Shortfalls

Educational planning shows lack of sufficient understanding of *important variables like rural poverty, rural stratificatory structures, status of women, and the interdependence and interconnectivity of social and demographic variables of literacy, population growth, age at marriage, birth rates, child mortality and fertility as also population growth, age at marriage, birth rates etc*

There are *blanket norms and blanket yardsticks* used for planning educational provisions and, further, political pressures often make a mockery of school mapping, if carried out. The *3 km yardstick* for provision of a middle school would deter a lot of rural girls from going to school, especially if it means inter-village commuting.

Underprovision

There is serious *under provision of educational services* in rural areas. Twenty percent of rural population numbering over 117 million do not have a primary school. The under provisions is more severe in the case of middle/upper primary schools. There are only 145024 upper primary schools/sections in rural areas. It is, however, to be noted that whereas primary education has grown at the rate of 2.6% between 1965-86 and, upper primary education has grown at the rate of was 6.5%. Likewise, the percentage increase amongst upper primary teachers was twelve times compared to three fold increase among teachers. Only 16.19% NFE centre and 17% villages have an adult education centres. Both these are necessary complements.

The number of primary schools or sections available per 10,000 population came down from 9.23 in 1965 to 8.05 in 1986. Primary education grew at 1.6% per annum compared to 2.21% increase in population per annum (Jalaluddin, et. al, 1990)

Inadequate Infrastructure

Quantitative differences apart, urban schools have much better *infrastructural facilities* like buildings, equipment, black boards, libraries, play grounds, urinals and lavatories. Two kinds of disparities are visible:-

- (a) all urban schools are better off than rural schools, and,
- (b) the proportion of schools having these physical facilities rises with every successive level within rural and urban areas.

Understaffing in Primary Schools

Primary schools which account for 72% of all schools and account for 67% of all students at the schools stage and have less than 50% of all *school teachers*. Higher the level, better the pupil teacher ratio

Rural Urban Gap in Enrolments

In 1986, the *gross enrolment ratio* for rural girls at primary level was 74% compared to 88% urban girls, 100% urban boys. 27% compared to 88% urban girls, 100% urban boys and 106% rural boys, at the upper primary level only 27% girls in the age group were enrolled compared to 53% rural boys, 64% urban girls and 84% urban boys.

The age specific enrolment ratio for 6-11 years was 61% for rural girls compared to 87% rural boys, 86% urban girls and 92% urban boys. These ratios for 11-14 years olds was 31% for rural girls compared to 60% for urban girls 57.64% for rural boys and 82% for urban boys.

Both at the primary and upper primary level, *percentage increase was higher in rural areas* and girls enrolments increased at a faster pace than those for boys. The male female gap at primary stage is wider still at the middle stage, but tends to close in urban areas.

Intra Rural Disparities

The hierarchy of different levels of education is maintained even in rural areas, with primary enrolments showing the lowest increase. This raises the issue of resource allocations as between different levels and also reflects the rural stratification in terms of population size of a habitation or a village. The larger the population the better are the facilities of education, health, roads, transport, electricity etc. At the higher secondary level, the facilities are disproportionately appropriated by urban populations. In 1986, there were barely 0.33 million rural girls enrolled at the higher secondary level compared to 3.51 million girls in urban areas

Incentives

The coverage of incentives is low and their management leaves much to be desired. Only 18% children receive a free noon meal, 13% receive free uniforms and 27% receive free textbooks. The *distribution* among rural urban areas is *fairly equitable*, also between boys and girls. In fact, SC and ST children in whose case the attempt is to give universal coverage, their share is much higher than their proportion in the population. There is however, a genuine need to extend these incentives as a package, as has been done in Tamil Nadu in order to give a fillip to primary

enrolment, retention and achievement, Need exists to give universal coverage to all children belonging to poverty households regardless of caste or gender considerations.

Data Gaps

Data gaps are many although comprehensive data is collected on provision, enrolment and retention aspects of UEE, the annual statistics at a glance put out by the MHRD and the State Governments do not give data disaggregated by rural urban areas. It is only through the periodic all India Educational Surveys of the NCERT and Education in India brought out by MHRD some data is disaggregated at rural urban and gender level are made available. Besides, micro studies and small sample surveys are the only source of data on wastage and achievement. In the absence of *rural urban statistics*, it is difficult to monitor the progress of UPE of rural girls.

There is clear need for compilation of rural urban statistics on drop out and retention rates annually in order to measure and monitor the progress of UPE of rural girls in particular. Aggregate statistics of retention no doubt get pulled down on account of lower rural retention rates, and hide more than they reveal. It is only at the level of disaggregation of enrolments and all other educational statistics by rural urban areas, the fact that urban girls are nearly as well as of urban boys, is revealed. The disadvantage of rural girls gets hidden in aggregate figures. Related to the above is the need for adequate monitoring of the progress of rural girls, in relation to achievement in terms of learning. Gross statistics and ratios are thoroughly misleading considering the heavy drop out and poor standards of achievement. There is a clear relationship between quality of education, retention and achievement.

There is need to move towards more comprehensible and realistic figures. For instance, age specific enrolment ratio collected by the NCERT do not say as to where these 6-11 years and 11-14 years old are located in terms of age-grade cohorts. The raw data is available. Likewise, Census data is available on children attending school at a certain age, do not tell you which class, which grade the child is in. There is no information available on location of the 274,000 NFE centres and more than 300,000 adult education centres, habitation wise.

The Crucial 6 Year Old

The rural girls, as studies show join late and drop out early. For UPE it is essential that all children aged six join the school and remain in the system for 5 to 8 years in order to complete the primary and upper primary cycle without wastage or stagnation. For instance in 1981 :

- (i) only 26% of rural 6 years olds were at school compared to 52% in urban areas
- (ii) only 21% rural girls were in school at that age compared to 31% rural boys, 50% urban girls and 55% urban boys
- (iii) regional variations were large, Only 8% rural girls aged 6 year were in school in Rajasthan compared to 73% in Kerala, the corresponding range for rural boys was 24% in Rajasthan to 73% in Kerala. In urban areas, this proportion ranged from 34% in Uttar Pradesh to 80% in Kerala for girls and from 40% in Uttar Pradesh to 81% in Kerala for boys.
- (iv) male female gaps close in urban areas but the rural urban divide is immense. (Aggarwal, 1989)

Multiplicity and Duality of Control

There is a lot of heterogeneity in administrative structures for primary education which differ from State to State. Primary schools are run mainly by the State governments and local bodies. In addition there are government aided and private unaided schools. In India, the Constitutional

commitment is to provide free and compulsory education to all children upto the age of fourteen, which has been interpreted as providing 8 years of elementary schooling to children aged 6 to 14 years. There are very few composite middle secondary schools with Classes I-VIII. Primary schools of (Classes I-V) are run by local bodies in several states while middle/upper primary schools are either controlled by the Education Department or the Zila Parishad. Very often administrative control is exercise by local bodies (e.g. hiring of teachers) and educational supervision is done by the education department. Because of multiplicity of agencies and duality of control, often there is lack of coordination. Elementary stage is not a cohesive stage as it is made to appear in plan documents

Co-education

Ninety two percent of the primary schools are co-educational, however, at the upper primary level, effort is made to provide separate schools for girls. Incidence of co-educational schools is higher in rural areas (93.4%) compared to urban areas (82.1%) at the primary level. Similarly at the upper primary level 78.3% schools are co-educational, 82% in rural areas and as against 59.9% in urban areas.

Absence of girls schools, in the most populous conservative states in the northern plains, adversely affects girls enrolments at the upper primary level. It would take time and effort both to promote co-education at the upper primary level. Inducting more women teachers even in co-educational schools, could be an effective strategy to promote girls' education.

Women Teachers

It is observed that the resistance in most areas is not to co-education but to absence of female teachers in the institutions of the *single teacher schools*. 29% are in rural areas and with male teachers. Women form only 21% of the primary teachers and 23% of the upper primary teachers in rural areas, the corresponding figures being 56% and 57% in urban areas, respectively. The proportion of rural women teachers declines to 13% at the higher secondary level. States having lower proportion of women teachers are also the low female, enrolment, low female literacy States. Rural girls seldom cross to higher secondary stage where presently only 1.44 girls are enrolled for every hundred girls in Class I in rural areas. Where would the women teachers come from?

INEFFECTIVE LEGISLATIONS

Although, most States have compulsory primary education acts, these are totally ineffective, as are the laws banning child labour and child marriage. Curricula for children and professional preparation of teachers and administrators need a strong component on these issues. Media is picking up some of it. The lead should come from education in preparing the necessary climate for girls education through a systematic programme of public education.

DECENTRALIZATION

In the last decade, there has been enough talk of decentralization of elementary education administration and district, block, village and institutional planning, management and academic structures have been proposed. District institutes of Education and Training (DIET) have come up in about 250 districts but not all are fully functional. Professional support for primary education, formal and non-formal and even adult education is the responsibility of DIETs. It is necessary to make DIETs outstanding institutions with sufficient flexibility to respond to local requirements. *Special cells must be created in the DIETs to boost enrolment and retention of rural girls in primary education*

WOMEN'S EDUCATION CELLS

As yet, only a few State Departments of Education and these SCERTs have established *women's education cells* and wherever, have been opened, they are understaffed and hence not so effective. At certain places, women's education is given as an additional responsibility to individuals and often gets side tracked. There is a case for a Women's Education Bureau even at the Department of Education in the MHRD. Recently, a Standing Committee has been constituted by the Department to go into the causes of continued low female literacy and enrolments in the country. The very emphatic recommendation of the NPE 1986 regarding setting up of separate women's cells and women's studies centres in national level organisation and in the States needs to be implemented for providing the necessary institutional structures which can monitor the progress of girls education and focus on women's issues and special requirements of girls. These cells can play an important role in orienting and sensitizing administrators, teachers, teacher educators and also enlist support from the people and the media.

SECTORAL APPROACH

The approach to all education, including girls' education has been *sectoral*. Considering, UEE is the only development programme for children in the age group 6-14 years, primary and upper primary schools can become the focal point for convergence of education and health services in the first instance. This is particularly important for the special care required by adolescent girls, especially those belonging to the poorer sections of populations.

As most of the out of school rural girls are involved in sibling care, the domestic chores, family based production and subsistence farming, fetching water, fodder and fuel, *horizontal linkages* need to be forged with other ministries and development agencies and *multi sectoral area* based development programmes need to be put on the ground. Time and again, the necessity to locate ECCE services, ICDS *Anganwadies*, *Balwadies* and pre-school centers within/close to primary schools for releasing primary school age girls for school, has been stressed. Different agencies are handling different components of ECCE and primary education. Bringing together all these elements is a difficult task and yet it needs to be tackled. The Areas Intensive Educational Programme (AIEP) and the like need to be strengthened and expanded.

NON FORMAL EDUCATION

Non-formal Education in several areas especially where no formal schools are available, would be the only learning mode available for children. Although *the policy is to open NFE Centres in habitations without any school on a priority basis, it is not followed very strictly.*

The NFE programme has expanded without due regard to quality, equivalence, credibility and comparability in terms of inputs and outputs. There is a general lack of conviction about the whole programme. The States are not willing to commit resources. There is administrative neglect and lack of faith and commitment on the part of the functionaries and the families of children who are supposed to benefit from the programme. There is little attempt to adjust the syllabus to the needs of the learner who belongs to the indigent groups of population. The quality of instruction leaves much to be desired as the professional preparation of instructors is weak. The instructor is under paid and the learning materials, lighting arrangements and instructional equipment is much below the acceptable level. Incentives like a free meal, free uniforms and free books/textbooks etc. do not exist. More often than not, formal books and syllabi are covered within a shorter span and ill prepared instructors (not called teachers), and poor infrastructural facilities and within these constraints a child is expected to *attain primary/upper primary level academic competence.*

There is nothing in the name of support services for NFE, nor any bid to make it into a multi sectoral programme for convergence of various child care service and programmes for young girls. *The isolation of majority of primary schools is bad enough, the isolation of NFE centres where there is no other development service available is worst.*

The attempt by the NCERT to train 240,000 instructors and preparation of primers for children in regional language is a major step to improve NFE.

ALTERNATE DELIVERY SYSTEMS

The possibilities of reaching out education through higher technological inputs, distance mode, mobile units, have not been adequately explored for the age group 6-14 years. The difficult groups are children in remote inaccessible areas, deserts, mountains, children of migrants, refugees and child workers. Among them girls need special attention.

Mobile Schools Services

It is strange that more than hundred years ago peripatetic teachers were proposed for isolated, small scattered groups of population including girls. We do have mobile schools for *Gujjars and Bakarwals* (the nomadic tribe) of Jammu and Kashmir, and Haryana gives attendance scholarships of Rupee one per child to children of nomadic tribes. But as yet, there is no comprehensive attempt to cover small populations in difficult areas, nomads or among temporary migrators and refugees. For instance, seasonal labour from Eastern UP and Bihar moves to Punjab for agricultural employment. Girls of all these groups suffer greater deprivation.

Sri Lanka, for instance, has a separate branch that looks after small schools, in rural areas which are often one or two teacher schools and need constant professional support and guidance and even infrastructural support of play grounds, libraries, laboratories and workshops from bigger schools in the neighbourhood.

In India we have 338387 primary schools with less than 100 students and half the habitations are without any educational facility. Mobile Educational Services Branch needs to be set up at the Centre, with counterparts at the State and District levels.

- (a) to provide primary education to small, isolated habitations and villages and to children belonging to nomadic or migratory populations and refugee populations,
- (b) to provide professional support to the isolated primary teachers and NFE instructors.
- (c) to act as links with bigger schools for occasional use of laboratories, workshops, playgrounds, libraries.

The NFE programme can utilise the Mobile Educational Services (Vans, Jeeps, motorcycles, cycles or the horseback in the primary school model of China) to cover unserved, scattered habitations. The academic wings of mobile school services can be located in the DIETs and SCERTs/SIEs.

NOON MEAL AND BOOKS

In order to extend the incentives of free noon meals and free textbooks, it is proposed that we establish a *National Children's Book Bank under the National Book Trust of India and a National Children's Food Bank under the Ministry of Food and Civil Supplies*. With rural girls receiving the top priority the scheme of free uniforms for girls should be expanded to cover all rural girls and not limited only to SC and ST girls. Attendance scholarships should be made available to all children of the rural landless and marginal farmers regardless of caste/tribe consideration.

At the moment, the SC and ST children are given priority, in matters of distribution of free incentives. As bulk of the SC and nearly all ST populations are rural, the protective discrimination criteria should be made applicable to rural landless and marginal farmers and gradually withdrawn from urban areas excepting urban poor.

Perceived Higher Costs and Negative Utility

More serious than the problem of providing physical resources, the need to combat indifferent and negative social/parental attitudes towards the education of the girls who are considered temporary members of the parental household. Perceived costs of educating girls is higher in terms of private expenditure on education as also the opportunity costs. Negative utility is another factor which hinders girls education where parents feel with education, girls will become unfit for hard manual work which awaits them after marriage. There would be added difficulty of finding an educated groom who may demand dowry. Interestingly, a very oft repeated comment by parents and elders was that "With education the girls use their tongue too much. How would they adjust in another household". There is further lack of awareness about the ill effects of early/child marriage on the body and the mind of the girl child. Customs reign strong in certain areas of northern plains. The health and nutritional status of women and female children and adolescent girls is severely neglected by other family members and women themselves.

Female Literacy

The phenomenon of low female literacy in rural areas has been noted earlier female literacy is low in states which have low male literacy rates also. Male female differentials in literacy are larger in low literacy states. Female literacy is overstressed as a factor influencing girls enrolment and needs qualification, as

- (a) Female literacy/education is a *dependent variable* of socio economic levels of a household and the funds allocated by the state to programmes of mass education like UEE, NFE, Adult Education.
- (b) Female literacy in India has been caused by improved primary enrolments over a period and not due to adult literacy programmes which have been sporadic and have not been evaluated in terms of effective achievements in literacy
- (c) Female literacy normally follows male literacy in a household
- (d) Female literacy has been overstressed in family planning as women are considered the main targets of the programme *absolving* males of the responsibility to control the family size.

Improvement of Health Services

Both outreach and quality of health services needs to be increased to cover all rural areas uniformly. In smaller hamlets or villages, *mobile health care and education units* should be able to serve the educational and health needs of women and children.

Female literacy and enrolments have improved tremendously in countries with strong health policies. Both coverage and quality of health service determine child survival, in addition to adequate nutritional intake. Women's education affects child nutrition, child health and also child mortality, child's school achievements and fertility. A mother's education explains more of variation in child mortality compared to other variables of individual's access to health care, price of health care, even total family income. The competing hypothesis is that educated mothers use a different mix of observable health inputs. She uses inputs more effectively and her education leads to utilization of minor health inputs that are not easily observed (Schultz, 1989).

A holistic approach is essential for proper growth and development of children *It is, therefore important to have health and nutrition as two major components of the holistic package besides education*. There is a positive impact of health and nutrition on the mental and social development of the girl child.

Cost Free Primary Education.

While assured adult income/employment is absolutely essential to promote primary education of children, it is equally important to make available resources for universal *cost free primary* education with truly universal provision of educational facilities. At the moment, primary education is free but not cost free and compulsion clause is observed more in its abeyance. The case of Sri Lanka and nearer home Tamil Nadu have been quoted. Sri Lanka's policy of human development includes a package of free food, free education, free health care and subsidized transport to all and in *adequate measure and with universal coverage*. Even today, in addition to free tuition every school child gets a nutritious noon meal and free textbooks and where necessary additional stipends and bursaries to complete 8 to 10 years of school education. Hundred per cent of the children are enrolled in the age group 5-14 years and the dropout rate is less than 5 to 6% and, higher among the boys. Tamil Nadu has set the pace by covering more than half of the children in the age group 6-14 years with a package of incentives to include a free noon meal, free textbooks, free uniforms and free travel in public transport. The positive impact of the Chief Minister's. Free Mid Day Meal Programme on enrolments is reported (Singh, 1987)

A district study shows that it is the package of incentives, to include free noon-meal, free textbooks, free uniforms and attendance scholarships for girls which brings about not only universal enrolment but very high achievement rates (Pillai, 1989). Tamil Nadu also emerges as a enthusiastic user of most of the central, schemes in the areas of education, development of women and children and rural development, as an earlier study shows (Nayar, 1990).

As district level data suggests, low rural female primary enrolment districts are also poorly off on variables like female mortality, IMR, Child Mortality, Birth Rates, population growth, female mean age at marriage, fertility rates, couple protection rate, DPT coverage and the availability crucial life sustaining drinking water. The health care provisions in rural areas are still poor by any yardstick and nearly outside the reach of rural women and girls.

Poverty Alleviation

Bulk of the low primary enrolment districts lie in states with high rural poverty and deeply entrenched moorings of sexism. *The current programmes of poverty alleviation through direct employment generation and skill training in rural areas under IRDP, need a major boost NREP, RLGP, Jawahar Rozgar Yojna, TRYSEM and DWCRA need to be expanded to cover every poverty household in rural areas in order to create a demand for primary education, so that parents do not have to keep their young children at home for earning very often a pittance or doing valuable but not cash earning life saving tasks of collecting water, fodder, fuel*. The relationships between the income or per capita household expenditure and the number of children, especially the girls at school exists in gender discriminatory, poverty stricken population. Also the problems of early marriage, unsafe motherhood, longer fertility span, low birth weight babies, higher incidence of female child deaths and malnourished unhealthy mothers are rampant among rural poor

Resource Allocations

Resource allocation in education as in other sectors rests on the assumption that the benefits of outlays and expenditure would go to both sexes equally since women form half of the total population. In real fact, on account of differentials in male-female participation in education for reasons noted elsewhere, men benefit twice as much from the existing educational facilities.

Allocations made under general heads without earmarking funds for women become a means of further inequality between sexes, as to be noticed in the programmes of universalisation of elementary and adult education.

Commitment to equality has been weak and expectedly so in a system loaded in favour of the urban elites and middle classes. Resource allocations in successive national development plans have favoured secondary and higher general and professional education, mainly with an urban focus. Mass education is by nature distributive and equalises educational opportunities among all groups of population. Higher education is by nature selective and elitist. In sum, despite policy pronouncements, real commitment to equality and justice lost the race to non-distributive growth, in which certain sections of populations thrived at the cost of the masses. To this extent, the question of women's educational deprivation is a natural outcome of the underdevelopment of rural masses and the urban poor. As noted by us earlier sex as a variable merely exacerbates the steep social and educational disadvantages of women and girls of the poorer classes and castes.

Role of education as a basic input to development and achieving an egalitarian social order has been emphasised in all the plan documents but the share of education in national income continues to be low. The total expenditure on education as percentage of GNP has barely reached 4% in 1986-87. It was 1.2% in 1950-51. Due to increase in prices and increase in student population, per capita spending is either the same or even lower to day.

Elementary education has suffered on account of insufficient allocations. This is when in the context of formulation of the First Five Year Plan, our first Prime Minister, Jawahar Lal Nehru stressed that: "Our first plan must be for universal education. Everything else, whether it is industry, agriculture or anything else which is important for us will grow adequately only if there is the background of mass education".

And despite such a perspective, the share of elementary education has increased from 0.48% of GNP to 1.7% during 1950-51 and 1986-87. Elementary education has received lower share of the plan expenditure from 56% in the First Plan to 29% in the VII Plan, and the number of children to be covered by education by 2000 AD is 167 million in the age group 6-14 years; 102 million aged 6-11 years and 67 million between 11-14 years.

Linked to problem of under provision of educational facilities, thus, is this the resource gap as in

- (a) education vis-a-vis the other development sectors.
- (b) elementary education versus secondary and higher education
- (c) primary education versus upper primary education
- (d) inequitable distribution of school resources between rural and urban areas, deficiencies and differentials in the quality of inputs. No separate allocations are made under the head *rural* or the head *girls* in plan and non-plan budgets and expenditure.

Higher Returns Yet

Women's education, till very recently, was considered a purely consumption goods category for social welfare, and hence a poor investment. It is now adequately established that private and social returns to schooling are greater than those for men, virtually at every level, when the returns are adjusted only for participation rates (Schultz, 1989) and 'at worst' equal to those for men (Psacharopoulos 1973, 1985). Some studies show that the society suffers losses because of unequal schooling for males and females. The value added to higher education goes up tremendously when women's participation in both secondary and higher education increase and

TO TOTAL BUDGET
(REVENUE ACCOUNT)
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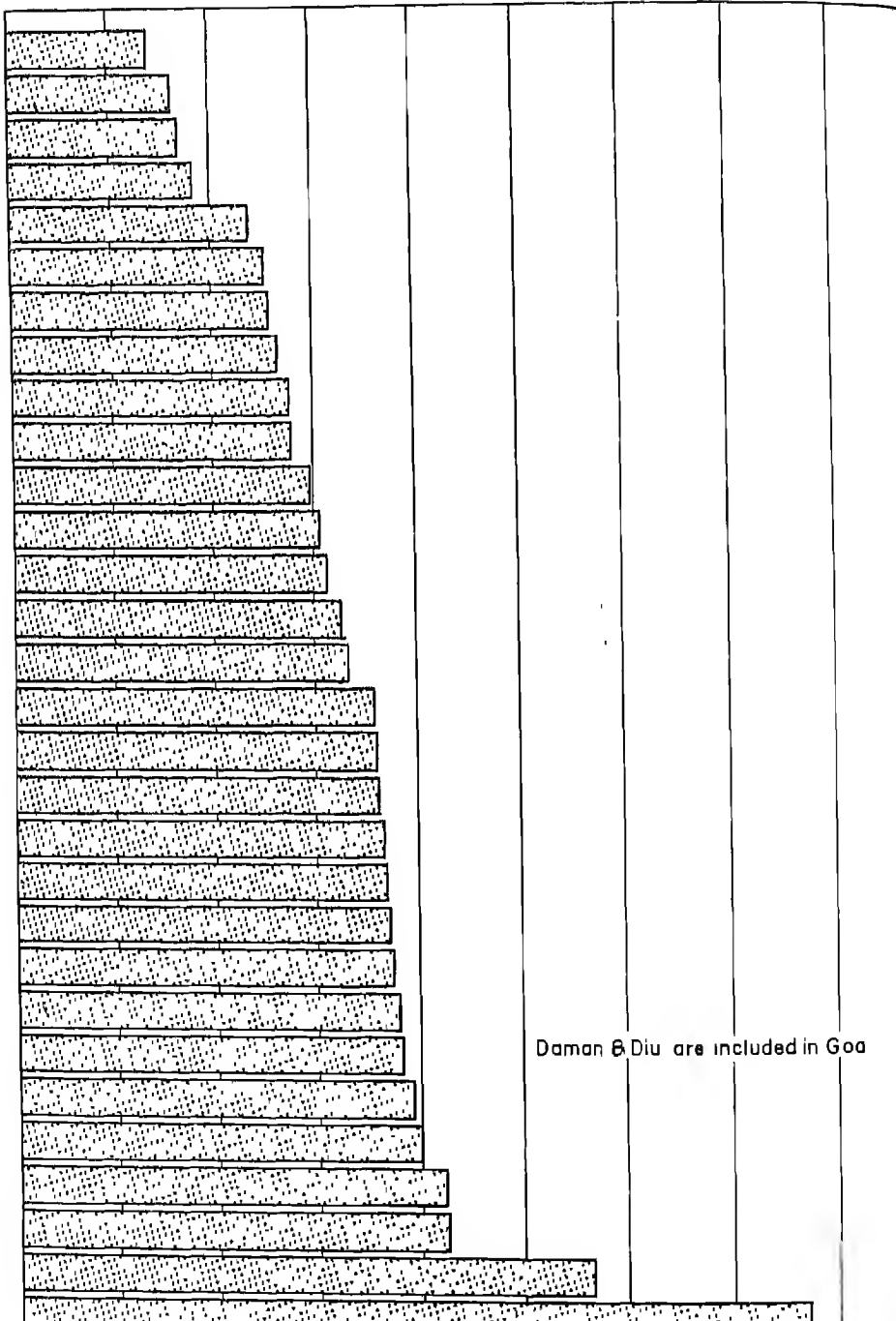
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PER CAPITA EXPENDITURE ON EDUCATION (REVENUE ACCOUNT) 1987-88

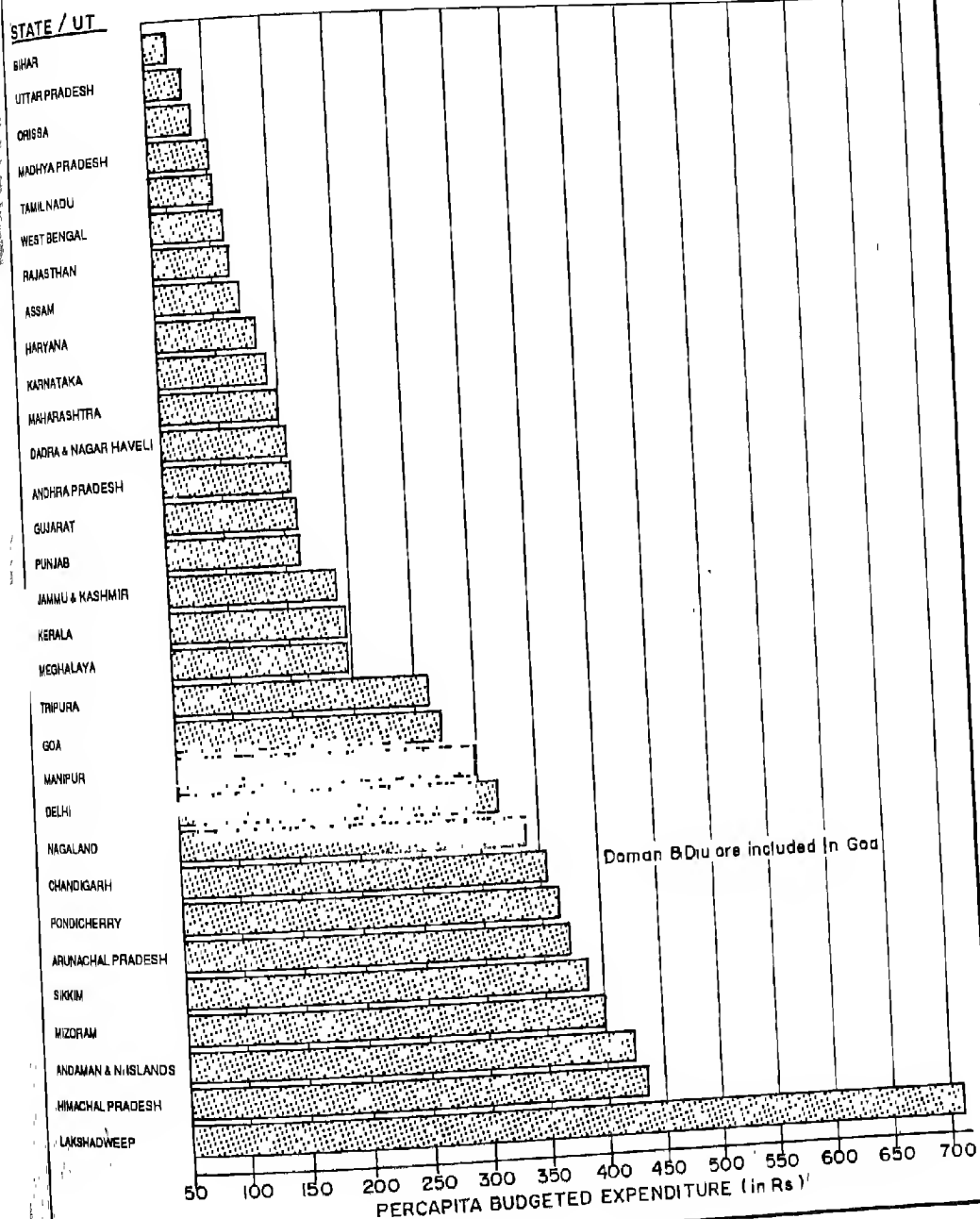


Fig. 40

attains parity with men at the secondary level. (This assumes universal schooling). Further, it is felt that systems where access to schooling is determined by factors other than ability, particularly the gender of the child, there is *misallocation of resources* (Selowsky, 1983). Educating girls is not charity, it is good economics" according to a recent World Bank Study (1991). It is logical that when only one third or lesser of those inside schools are girls, they get only one third of the societal investments, public and private. Hence, there is a strong case for more equitable resource allocations for girls education, i.e. two thirds of the new resources that are committed to education are to be expressly used for enrolling and retaining girls, at least in primary and upper primary cycles.

DISTRICT AS A MORE MEANINGFUL UNIT

In India, the States are organised on linguistic basis and vary tremendously in physical and population size. There is a vast amount of social, economic and cultural heterogeneity within each State. In fact, there is greater cultural continuity in and among populations residing on two sides of the state boundaries where distinctions of language, customs, food and settlement patterns are blurred. Each state is divided into administrative units called districts. At times inter district social and economic variations within a State are much larger than the inter state variations. India can be better understood in terms of its districts which are relatively more homogeneous cultural and economic units, more viable for effective development planning, and even for normal day to day administration.

In the last decade conceptually atleast, there is a movement towards more decentralized development planning and implementation towards making district a basic unit of planning. At times, the Centre has even directly initiated certain schemes and programmes at the district level.

Considering the educational backwardness of rural girls, it may be necessary to treat not only primary education but also secondary education of rural girls as a development priority for meeting critical shortages faced in the area of women development functionaries, to include women primary teachers, NFE and adult education instructors, health workers and MCH functionaries, workers of child development services (ICDS) etc.

Inter District Variations on Educational and Social Indicators

In 1981, For instance *Female literacy* varied from 11.32% in Arunachal Pradesh to 65.73% in Kerala, the national average being 24.82%. Inter district variations ranged from 2.88% in East Kameng (Arunachal Pradesh) to 79.35% in Kottayam (Kerala). *Rural female literacy* ranged from 1.77% in Barmer (Rajasthan) to 75.1% in Alleppy (Kerala). *Rural Scheduled Caste female literacy* rates varied from 0.23% in Jaisalmer in Rajasthan to 100% in Anantnag (J&K). Likewise *Scheduled Tribe female literacy* rate ranged from 0.04% in Jalore (Rajasthan) to 100% in Darbhanga (Bihar) and Hardoi, Bulandshahr (U.P.).

Female literacy when mapped districtwise revealed vast contiguous tracts across the State boundaries. Even in 1981, half the districts had not reached crude literacy rate of 12.15%. In 1981, rural female literacy was 5% or below in 181 districts (See Figure 41 for 1991 situation).

Female population educated upto primary level ranged from 0.61% in East Kameng (Arunachal) to 26.34% in Pondicherry. *Percentage of female population educated upto matriculation level* was only 0.05% in Panna (Madhya Pradesh). *Percentage of female population educated upto graduation level* was only 0.04% in Sitamarhi (U.P.) (Nuna, 1990 Appendix Table 22).

On other social indicators, for instance, the variations were as large.

- *Sex Ratio* ranged from 661 in Dibang Valley (Arunachal) to 1238 in Ratnagiri (Maharashtra).

n 28 in Manipur North to 223 in East Kameng (Arunachal)

Deaths by age 2 (2) ranged from 29 in Mahe (Pondicherry) to 259 in East (Arunachal)

Female mortality over male mortality varied from 2.40% in Mokokchung in Nagaland to 44.22% in Agra (U.P.)

Infant mortality among married females in the age group 15-19 years varied from 4.30% in Kerala to 86.54% in Sultanpur (U.P.)

Marriage of currently married females varied from 14 years in Tonk to 21 years in Mokokchung (Nagaland)

Infant mortality rate varied from 21.83 in Calcutta (West Bengal) to 48.87 in West Meghalaya).

Marital Fertility rate varied from 123 in Periyar (Tamil Nadu) to 322 in Jharkhand (Jharkhand)

Contraception rate varied from 63.30% in Kargil (J&K) and 82.50% in Bharuch

Infant DPT ranged from 2% in Ernakulam (Kerala) to 211% in Katihar (Bihar)

Percentage of agricultural labourers as percentage of female main workers varied from 0% in Nicobar Islands to 86.65% in Purnia (Bihar).

Employment in Public Sector as percentage of total employment in Public Sector, ranged from 1.93% in Tirunelveli in (Tamil Nadu) to Quilon (Kerala).

Percentage of households with safe drinking water facility varied from 0.75% in Mizoram to 90.09% Chandigarh.

6 indicators of the social well being of women, Nuna (1990) found that of the 16 indicators data was analysed only in about one fourth of the districts women had a low level of social well being. The situation was particularly grave in two thirds of the backward districts were concentrated in Uttar Pradesh, Madhya Pradesh and Andhra Pradesh, the most backward being Nizamabad in Andhra Pradesh, Jaisalmer in Rajasthan.

Nayar (1989 b) identified 95 (out of 411) districts with age specific enrolments at the primary level were below 50% at the primary level, including seven districts with less than 25% enrolments for girls.

At the primary level 279 districts had less than 50% girls enrolments including 142 districts with less than 25% age specific enrolments (11-14 years) for girls

1991



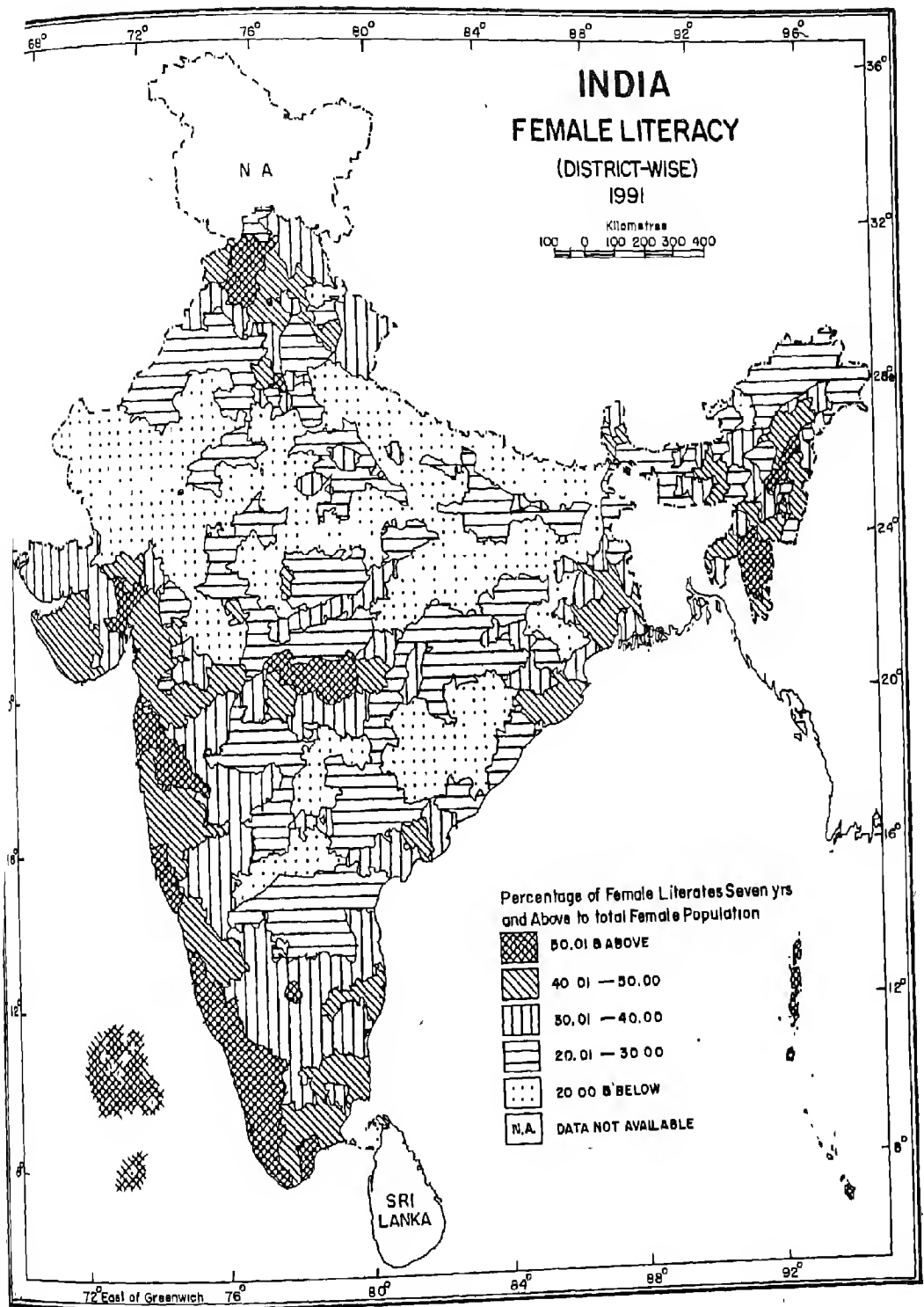


Fig 42

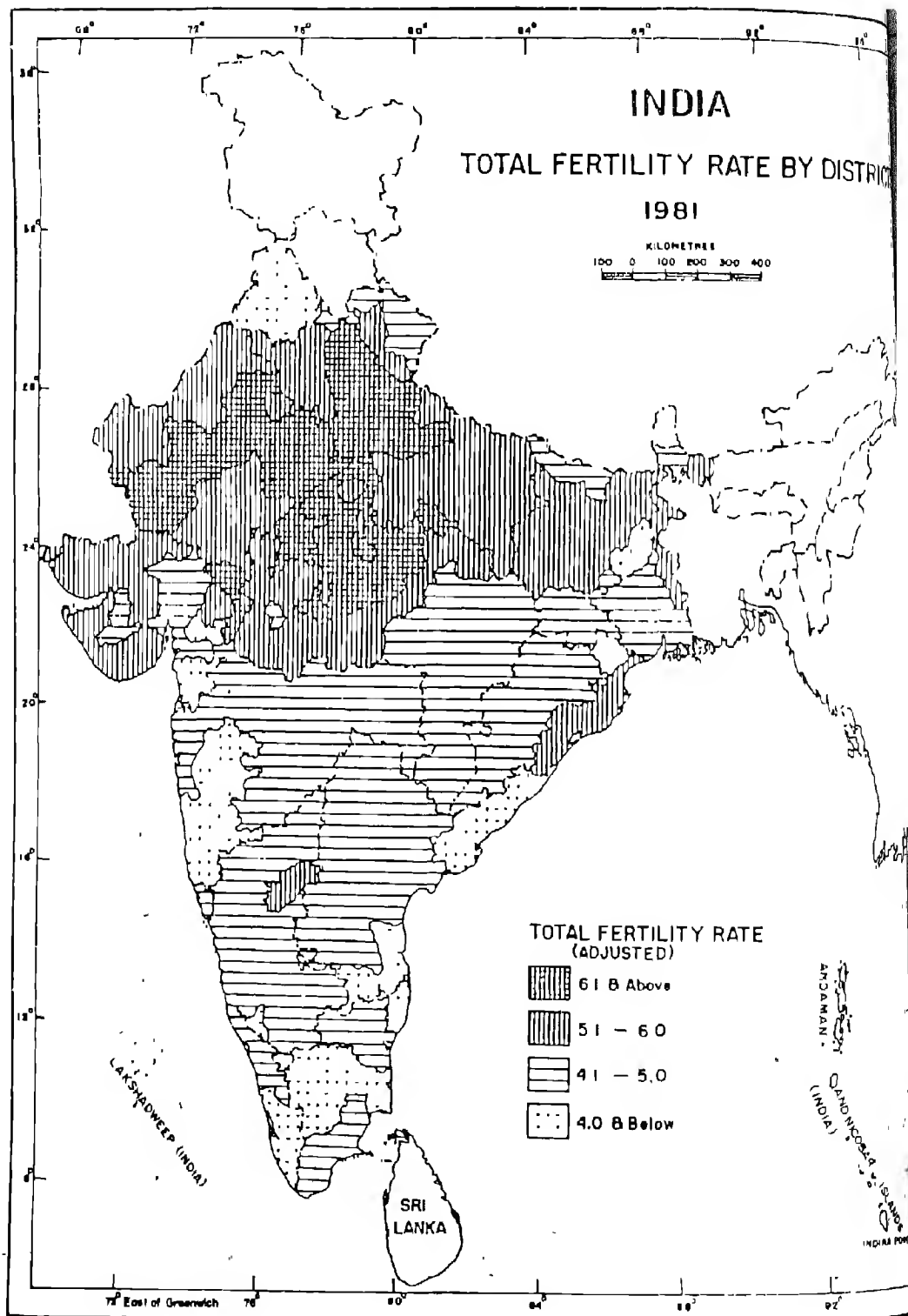


Fig. 43

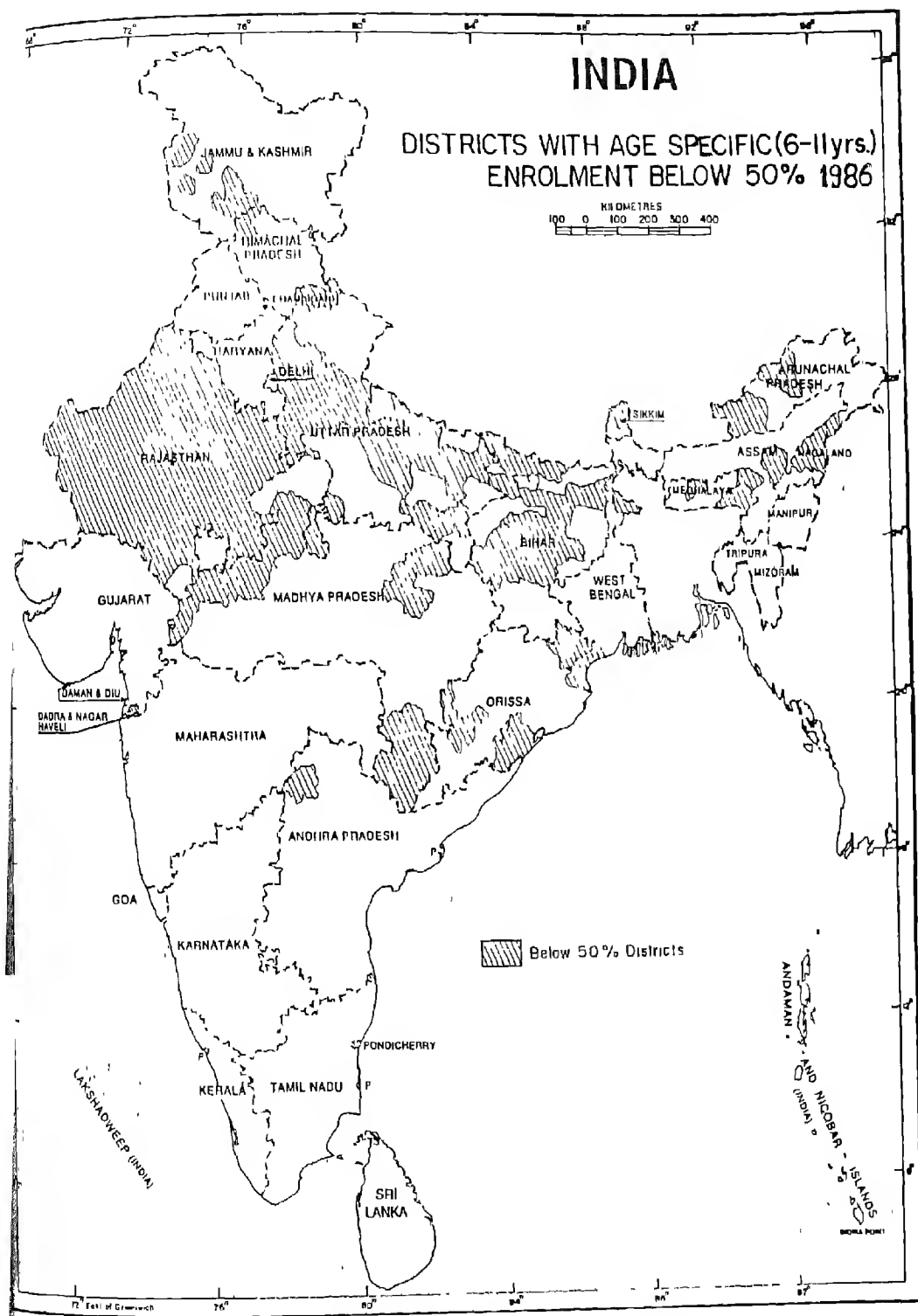


Fig 44

Table 61

**Age Specific Categories of Districts on Enrolment
Ratios (All India) 1986-87**

<i>Age group</i>	<i>A High (75-100%)</i>	<i>B Medium (50-75%)</i>	<i>C Low (25-50%)</i>	<i>D Poor (0-25%)</i>	<i>Total</i>
6-11 Years					
Boys	333 (31.0%)	715 (17.3%)	7 (1.7%)	0	411 (100%)
Girls	132 (32.9%)	184 (44.8%)	88 (21.4%)	7 (1.7%)	411 (100%)
11-14 Years					
Boys	123 (29.9%)	189 (46.0%)	99 (24.1%)	0	411 (100%)
Girls	29 (7.1%)	103 (25.1%)	137 (33.3%)	142 (34.5%)	411 (100%)

Source : Usha Nayar (1989b)

The above table shows that at primary level (6-11 years) while there were 7 districts with enrolment below 25% in respect of girls, there was no such districts for boys. In the category of 25-50% enrolment, while there were 88 districts in respect of girls, there were only 7 such districts for boys.

At the upper primary level also (11-14 years), there were 142 districts for girls with below 25% as against none for boys. Similarly, there were 137 districts for girls in the category of 25-50% enrolment as against 99 districts for boys.

The state-wise distribution of the 7 districts of category D, 88 districts of category C for girls at primary level and 142 districts of category D and 137 districts of category C for girls at upper primary level is given at Appendix Table 32.

In order to plan for UPE of rural girls, an attempt has been made in the present study to identify districts with low educational participation of rural girls. Districts have been categorized on two indicators; (a) enrolment of girls as percentage to total enrolments giving a measure of gender disparities, and, (b) girls enrolments as percentage of the girls in the primary age group 6-11 years and from 11-12 years.

(a) Districts Categorised by Percentage of Girls to Total Enrolment in Classes I-VIII in Rural Areas in 1986-87

Classes I-V

Out of 406 districts with rural populations for which data is available, percentage of girls to total enrolments in primary classes was below 20% in 6 districts, between 21-30% in 59 districts; between 31-40% in 142 districts and between 41-50% plus in 199 districts. Assuming all twelve districts of Kerala and several districts of Karnataka (for which data was not available) would also fall in high category, half the districts in the country do not have high male female disparities, one

third fall in the moderate category and about 15% are a cause for concern. The lowest 65 districts fall in educationally backward States (Appendix Table 36)

Classes VI-VIII

At the upper primary level, Class V-VIII percentage of districts with rural girls to total enrolment was below 20% in 99 districts; between 21-30% in 99 districts; between 31-40% in 122 districts; and between 41-50% in 103 districts. Girls participation is very low in 198 districts (Table 6.6). This is on account of the lack of enough middle/upper primary schools in the rural areas. Districts with less than 30% girls in classes VI-VIII, in rural areas are primarily in Bihar, Madhya Pradesh Uttar Pradesh and Rajasthan, with 9 out of 12 districts of Haryana, 5 each in Orissa and Maharashtra, 3 in Arunachal, 4 in Andhra also falling in this category. (Appendix Table 37)

(b) Districts Categorized by Age Specific Enrolment Ratio (6-11 years and 11-14 years) for Rural Girls in 1986-87

Age 6-11 years

In 1986-87, out of 406 districts for which data was available, only 121 districts had age specific (6-11 years) enrolment ratio for rural girls between 75-100%. In 1960, this ratio was between 50-75% and in 125 districts, it was less than 50% including 7 districts with less than 25% enrolments. (See Appendix Table 38). List of backward districts with age specific enrolment ratio of less than 50% among rural girls and other details are given at Appendix Table 33 and 38.

Age 11-14 years

Out of 383 districts for which data was available, 183 districts had enrolment ratio of less than 25%, for rural girls 107 districts between 26-50%; 59 districts between 51-75% and only 32 districts with enrolment ratio of girls between 76-100%. In all 300 districts had less than 50% rural girls in the age group enrolled in schools. (Appendix Table 39)

On the other hand in all districts of Assam, Mizoram, Kerala, Punjab, Goa, Daman & Diu, Tamil Nadu, and majority of districts in Orissa, West Bengal, Maharashtra and Gujarat, girls form 40 to 50% of the total enrolments.

The low enrolment districts have in common

- Low rural female literacy
- Low proportion of females with completed primary schooling
- High incidence of early marriage and high maternal mortality
- High birth rates and death rates and high fertility rates
- Excess of female deaths by the age two
- 35-40% rural population below poverty line
- High proportion of agricultural labourers among rural female main workers and lower proportion of women employed in organised sector/public sector

- Poor development infrastructure (roads, electricity transport, communication, safe drinking water, health services) low density of population, concentration of scheduled castes/scheduled tribes populations, landless labourers
- Inadequate primary and upper primary schooling facilities
- Low percentage of women teachers
- High incidence of female dropouts
- Accentuation of above negative features in rural areas

This indicates necessarily a coordinated multi sectoral attempt to improve education, health and development infrastructure in rural areas giving a *special status* to these educationally backward districts for promoting UPE among rural girls.

CHAPTER VII

Action Plan for Universalisation of Primary Education Among Rural Girls in India

CURRENT SITUATION

Legal Status: The Constitution directs the State to provide free and compulsory education to all children upto the age of fourteen.

- Child marriage and child labour (in hazardous work) is illegal.
- Compulsory primary education laws exist but not enforced
- Equality is a fundamental right of all Indians. Also, State empowered to practice protective discrimination in favour of economically and educationally weaker sections including women and children.
- Employers have to provide child care services to working women; law applicable only to the organised sector which has only 6% of women workers
- Socio economic development planning is a Central subject and is aimed at removal of inequalities of caste, class, sex or region and raise the quality of life of people.
- Education is placed on Concurrent List since 1977 but in fact still a State preserve except vocational, technical and professional education.

FUTURE DIRECTIONS

1. Failing to educate one generation has obvious repercussions for the next. The 100 million illiterates in the age group 15-35, in the prime of their productive and reproductive period, are a testimony to the large scale failure of the system to provide completed primary schooling. Five years of primary education or its equivalent is necessary for building permanent literacy. In 1981, per capita education of Indians was only 2 years (compared to 10 years in Japan in 1950), and was only 0.78 years among rural females compared to 2.08 years for rural males, 2.9 years for urban females and 4.64 years for urban males.

The first charge on the national exchequer should be to provide five years of primary schooling or its equivalent to all children *without any further delay*. This task should be taken up as a *National Mission on Universal Primary Education and completed within the Eighth Five year Plan*.

Policy Gains: Positive conceptual shifts are noticed in policy documents

- From centralized, macro, aggregative (educational) planning to decentralized, disaggregative, micro level, participatory community based planning and management, including women in planning and management at all levels.
- From manpower approach to more comprehensive HRD approach which includes a broad range of inputs to include education, health, nutrition employment and other basic services like water, roads, sanitation, communications etc.
- From 'welfare' to women's 'development' through increased awareness, education, health, employment and training for economic self reliance and building capacities of women
- From child as a gender neutral category (National Policy on the Child 1974) to focus on the Girl Child
- From mere agricultural growth to accent on rural development through employment and skill training and other poverty alleviation programmes, loans, subsidies. Women received special focus in Seventh Plan as individuals and given separate quotas of 30-40% in IRDP and other schemes of training and employment.
- From Equality of Educational Opportunity (1968) to Education for women's equality (1986).

2.

The positive conceptual shifts noticed in policies and programme in the areas of education, women and child development and rural development need to be supported and strengthened. The interconnectedness and interdependence of several aspects of human resource development points to the need for a comprehensive policy on HRD with clearly spelt out coordinating mechanisms and interdepartmental linkages. At present we have a national policy on education, a policy on women, another on children and large number of rural development schemes. In addition to the 750000 strong formal educational institutions, there are 45 schemes of non formal education and training run by eight Central Ministries without any overall coordinating/monitoring mechanism. Also, the approach to all development and, so in educational development has been sectoral. There is need for more *wholistic multi sectoral approach to human development*

3 Resource Allocations: Elementary education has been given high priority in policy statements but no commensurate budgetary allocations except in first few plans. The share of elementary education declined from 56% in the First Five Year Plan to 29% in the Seventh Plan. Education itself has just managed to raise its share of GNP from 1.2% in 1950-51 to 4% in 1986. The share of elementary education in GNP increased from 0.48% of the GNP

3.

There is need for reordering national priorities in terms of realistic targets and concrete budgetary provisions for (i) rural populations, (ii) education sector, (iii) elementary education, (iv) primary education and (v) the rural girl child. Equity should be the major consideration for mass education and basic education. Rural girls have received scant attention in policies and programmes so far. *Education of rural girls should form a separate section in the*

3

Eighth Five Year Plan with separate non divergent budgetary allocations. Monetary and non monetary inputs may be mobilised from budgets of most departments who will benefit from enhanced literacy of rural populations. States may curtail funding for secondary and higher education and divert the resources to the poor tax payer by making primary education abundant and cost free. Levy of education cess on large farmers, industrial house, traders and on imports (a neighbouring country has done this) are other avenues of additional resource mobilization. In low primary education pockets, where communities are too poor to meet schooling expenses for children. Capital expenditure on all government buildings (including public sector) may be deferred during the SAARC DECADE OF THE GIRL CHILD in order to make primary education, health and nutrition possible for girls. These are hard choices and need courage and conviction.

4. The trend of slow and inadequate growth of primary education needs to be reversed if education for all is a serious intent. With each successive year of women's education, there is fertility decline; remarkable effects are noticed with completed primary and middle education. *Primary Education (including upper primary schooling) can thus have anti natal policy implications* The National Mission on UPE could raise the level of importance of primary education. There is a need to adopt a professional approach, using technological inputs and sustained propaganda. Primary education should not be seen only as a moral (Constitutional) commitment and as a consumption good only but as a fundamental right

5. Rural underdevelopment in general and the lag in provision of educational facilities, need to be removed. Within rural areas,

to 1.7% during this period. The share of elementary education to the total expenditure on education (direct/recurring) declined from 48% in 1950-51 to 40% in 1980-81, the share of primary education declined more sharply from 40% to 24% during this period

4. **Slow & Inadequate Growth:** This has led to slow and inadequate growth of primary education in India. Primary education has grown at the rate of 2.6% per annum compared to 6.5% of growth in upper primary education during 1978-86. During 1965-86, primary education grew at 1.6% annually unable to keep pace with population which grew at 2.1% per annum. The number of primary schools per 10,000 population came down from 9.23 to 8.05 during this period.

Expansion of Schooling: Misplaced Priorities.
Intra Rural Divide is sharper. Availability of schooling increases

with the population size of a habitation/village. Village/habitations with population 500 and more have more than 90% coverage. Of one million habitations 64% have less than 500 population, 46% have less than 300 and 15% have less than 100 population. Large variations in settlement patterns exist. *High population density States and Union Territories have been able to provide universal schooling at the primary and even at upper primary level. Larger villages also have better access to health, roads, telecommunications*

20% of rural population are without a school, when 555652 primary schools/sections exist in rural areas. The picture is more dismal at the upper primary level where there are only 145025 schools/sections to cover 578882 villages and 979085 habitations. The ratio of an upper primary school to the primary is 1.4 making it nearly impossible for girls to go to a middle school unless it happens to be in the village itself. In 1986, only 16.19% villages had an NFE Centre, 5.12% villages had an Adult Education Centre, 15.11% villages had an ECCE Centre.

There were a total of 117240 rural NFE Centres; of these 110943 were at the primary level and 6297 at the upper primary level. Their habitation wise location is not known although schoolless habitations are expected to receive priority in opening of an NFE Centre. School habitations account for 49% of the total one million habitations and only 13% habitations have an upper primary school. In terms of population coverage as per norms, 83% habitations have a primary school within 1 km and 74% have an upper primary school within 3 kms.

At the secondary level, there are a total 38862 schools in rural areas and 87% rural population have a secondary school within 8 kms. At the higher secondary level, there are 7136 rural schools (54% of total) 51% rural population have the facility within 8 km.

disparities among larger villages/habitations and scattered, isolated population in difficult regions and remote areas should be particularly focused upon. *It would be a mistake to view rural India as an aggregate. Variables of population density, settlement patterns, caste, class, and gender, and their interaction determine access and utilisation of educational and social opportunities. In India, children belonging to historically deprived castes and tribes receive such protective discrimination benefits as free noon meals, books and uniforms. Both Scheduled Castes and Scheduled Tribes are primarily rural, the former residing in habitations separated from villages in terms of physical and social distance, and the latter residing in inaccessible forest and mountain areas or deserts. The real problem, therefore, is to reach out to these groups and other difficult groups belonging to urban poor, refugees, migrant labour, working children and physically handicapped children. The NFE programme is an attempt to reach out to these groups but the strategies remain too general in its physical outreach and curriculum. Education has to be taken to these groups as they cannot come to education. As at present, there is no specialised service or branch in the MHRD that can take care of education of these groups and maintain records and statistics for monitoring their progress. It is recommended that a Mobile School Services branch be created forthwith at the Centre with counterparts of State and District level and a cell in the District Institute of Education and Training. The school has to ride to children, in vans, in jeep, in cycles, on camel/horse back, and on foot. Each habitation should be provided with a part school/class and linked to a school complex supervised by DEOs, DIETs, and DBEs, and more importantly, by the local community.*

areas, neglect among girls and the advantage gets nullified on account of much heavier drop out among rural girls especially girls belonging to SC/ST groups. Tribal girls are the worst off.

Component breakups of rural enrolments show that the percentage increase enrolments was the lowest for the primary as compared to the upper primary and secondary levels

Access to schooling, improved retention and achievement among need to be consciously worked for

Rural	25.98	5.64	40	32
Urban	9.08	3.99	45	47

(ii) Gross Enrolment Ratio

	Primary		Upper Primary	
	Girls	Boys	Girls	Boys
Rural	74	106	27	53
Urban	88	100	64	84

(iii) Age Specific Enrolment Ratio

	Primary		Upper Primary	
	Girls	Boys	Girls	Boys
Rural	61	87	31	58
Urban	76	83	60	82

Additional children in age group 6-14 years to be brought in by 2001-estimated at 50 million, 30 million rural girls, 1991 census single year age wise data will give the exact measure and quantum of work involved.

7. Teachers: Lowest increase of teachers at the primary level between 1950-1987; three fold increase at primary level from 0.54 million to 1.6 million, twelve fold increase at upper primary level from 86000 to 1.01 million and ten fold increase at secondary level

7. The neglect of primary education is evident also from the lowest increase of primary teachers during 1950-87 Primary schools, which account for 72% of all schools and 67% of all students, have less than 50% of all teachers Pupil teacher ratios get more

Single Teacher Schools, largely rural—(31.27%) in rural areas and only 6.29% in urban areas in 1986-87.

Women Teachers form only 21% of primary and 23% of upper primary teachers in rural areas, the corresponding urban figures are 57% and 56%, respectively.

favourable at every successive higher level of education. *Single teacher schools* were to be phased out under Operation Blackboard which barely took off when political changes impeded its progress (Under OB, a second teacher was to be placed in every primary school, at least one of the two to be female).

The acute shortage of women teachers has been an area of concern and debate for more than 100 years. Recommendation of Education Commission 1882 to financially support rural girls for teacher-training through residential programmes is valid even to day but little has been done on this account. The emphasis has been on recruitment of more women teachers or at best quotas in teacher training which was obviously utilised by urban women. The Central Scheme to finance additional women teachers for rural areas in the Sixth Plan was withdrawn in the Seventh Plan. The explanation-urban women get recruited and later management transfers to their respective urban locations. This is hardly to be faulted considering (a) the Indian male dominated family structure (b) poor availability of basic amenities of health, housing, hygiene and education in rural areas and (c) lack of quotas for rural women in recruitment and teacher training.

The problem is more basic. Secondary and higher education of women continues to be an urban elites middle class phenomenon. Rural girls do not get as far as secondary/higher secondary education to become eligible for entry into primary teacher training. In 1986-87, compared to every 100 rural girls in Class I, there were 40 girls in Class V, 18 in Class VIII, 9 in class X and only one in class XII, the corresponding figures for urban girls were 64, 52, 36 and 14.

It is also true that the proportion of women teachers is as low as 8 to 10% in low female literacy belt, each affecting the other. The

pointer again is to universalise primary and upper primary education among rural girls and increase secondary/higher secondary opportunities for *rural girls on a priority* basis to end the vicious cycle of rural female illiteracy, low enrolments and lack of women teachers in rural areas.

Shuksha Karmi Yojna (in Rajasthan) is a lone attempt to prepare local teachers sensitive to local needs in educationally backward/unserved rural areas, even at times waiving off the minimum 10-12 years of education as pre entry requirement. The emphasis is on inducting more women into teaching but it is not a women specific scheme. Also, the extraordinary professional support and competence of the N.G.O. which is helping in implementing this scheme and the administrative flexibility are the hall marks of the scheme, which are difficult but not impossible to replicate in a highly bureaucratized educational system resistant to any kind of changes.

There is, therefore, the need to identify talented rural girls in Classes V, VIII, X and XII and launch immediately a National Scheme for Preparation of Rural Women Teachers in *The Educationally Backward States*, as a crash 10 year programme through residential courses, placement in teacher training and financial support, opening of residential middle and secondary schools for rural girls at the block level. *Award of Primary Teacher Fellowship for rural girls* can be an integrated attempt to identify rural girls and support them through general education and professional teacher training courses. Integrated Primary and ECCE Teacher's Training courses could be introduced in the vocational stream of general secondary education. Other alternatives are to strengthen Condensed/Vocational courses of the Central Social Welfare Board for producing a huge army of women development workers including primary teachers, NFE and AE instructions. Distance education has yet to enter this area

8

Drop Out, Stagnation and Non Enrolment: Only half the children who joining Class I reach Class V, half of this drop out occurs between Classes I & II (likely on account of spurious enrolments). Drop out is higher amongst girls, still higher among rural girls and is the highest among tribal girls.

Low enrolments among rural girls is a feature of economically backward regions/groups and culturally sexist northern plains of India accounting for 40-50% of the population where poverty and gender discrimination keeps the girls out of school. *These are also the States with lower coverage of primary schooling.*

Drop out and stagnation is a pan-India phenomenon except in the case of Kerala where 80% children survive till Class VIII. Drop out among both sexes after primary is linked to low availability of middle schools, more so in the case of girls. The drop out rate for girls in 1981 varied from 10.1% in Kerala to 81% in Manipur at the primary stage and from 23% in Kerala to 88.5% in Meghalaya at the upper primary stage. Situation among rural girls was found to be worse, 65.6% in rural areas at the primary level compared to 22.3% in urban areas. At the middle stage, drop out rate for rural girls was 52% compared to 44% for urban girls according to a national study in 1976.

In subsistence households, girls tend to substitute and complement adult female productive roles and are used for sibling care, collection of water, fodder and fuel in addition to assisting in domestic tasks and often family based production. Pre-occupation with domestic work, often inadequate nutrition and poor health leads to poor attendance and grade repetition. Parents tend to withdraw girls if they fail repeatedly.

Perceived higher opportunity costs and negative utility of educating girls, poor economic circumstances of rural populations (30-40%

The problems of heavy drop out and low enrolment among girls are complex but not intractable. At the first instance, the two sets of phenomena 'drop out' and 'non enrolment' have to be analysed and treated separately. They may be similar in nature but are not exactly the same. As noted briefly above while one pertains to girls who were atleast enrolled (even if on paper), the other concerns a set who are not able to reach schools at all due to economic neglect, cultural taboos, or sheer non availability of a school within habitation of residence which is compounded by difficult terrain making delivery of education and other development infrastructure very costly.

Strategies for intervention could be.

Indirect.

- (i) assuring at least one substantial income in a household with focus on women headed households
- ii) job reservations on equitable basis in organised sector (public and private) which may make it attractive for parents to take better interest in the education of daughters.
- iii) intensifying multi media programmes on a mass scale to create a positive climate for girls education among rural people.

Direct

- i) Making education *cost free* through universal coverage of programmes of mid day meals, books, uniforms, waiving off of any fee of any sort, and provision of transportation etc. Tamilnadu has demonstrated the success of this package in improving enrolment, retention and achievement levels at the primary stage. Helping parents meet the opportunity costs to an extent through attendance scholarships for girls

below poverty line in U.P., Bihar, Rajasthan, M.P., Orissa, Andhra Pradesh), parental illiteracy and apathy, compound educational infirmities of irrelevant curriculum; discriminatory attitudes of teachers, parents and community to value of educating girls.

- ii) Seek national and international cooperation for setting up of a National Book Bank and a National Food Bank Children below fourteen.
- iii) Opening of complete primary schools (Classes I-VIII) in every village, making women panches and panchayats in general and the women's groups responsible for ensuring enrolment and attendance of children, especially girls:
- iv) Provision of ECCE facilities and universalisation of ICDS at the earliest to provide the essential component of mother and child health and nutrition, and pre-school complement for learning readiness and above all for releasing the girls for schools.
- v) Additionally, day care centers for working women, drinking water, cheap fuel and fodder, roads, and electricity and other development inputs and needed for freeing children for school especially the girls in rural areas.

9. **Quality and Relevance:** Quality has been a major casualty both in terms of poor physical infrastructure, like school buildings, equipment, play grounds, and other basic amenities like drinking water, separate W.C. facilities for girls, among others, teachers and curriculum. There is very little money left for meeting the non teacher costs and rural schools; among them primary schools are most deficient in terms of teachers' and physical infrastructure. Curriculum is urban centric and a moribund, and is unable to cater to the diverse needs of different groups and different regions. Above all curriculum, mostly academic in content, is considered of little relevance to the harsh realities of a rural girl's life cycle where work is the basis of her existence. The essential but overdone emphasis on enrolment drives and policy of no detention (without continuous evaluation) has pushed out quality and

9. Curriculum renewal is a continuous exercise mainly ending up in revising text books. Innovative projects like CAPE, PECR have aimed at developing location specific curriculum and teaching materials through action research by primary teacher trainees in rural areas. These innovation have largely stayed confined to project locations. The concern for achievement is now bothering policy planners more as even after five years of primary schooling, children are unable to read or write. Action has been initiated on this front and attempt is to identify *Minimum Levels of Learning* in terms of language, concepts and arithmetic to be attained at the end of primary education. The accent now is on quality and achievement and not just enrolment and retention.

Madhya Pradesh's scheme of "Earn while you learn" has had a major impact on enrolment and retention of girls. Adoption of

income generating SUPW (socially useful productive work) and training in vocational courses suiting the needs of the locality may well accelerate enrolment and retention of rural girls

achievement into back stage. In different poor quality learning environment in rural schools dissuades children from coming in or staying on. There is a close relationship between achievement and continuance in schooling.

10. Administrative Anomalies:

10 (i) Complete middle schools and composite secondary/higher secondary education are able to draw more girls and make for higher transition rates. There is need for a unified administration of elementary education and versus that better coordination.

(ii) It is seen on the ground that the resistance is not to co-education as much as to all male staff in these institutions. It is ironical that Delhi, has the largest proportion of single sex schools because during some point in history, there was such requirement. It is seen that while in certain pockets, there exists a justification for separate girls schools, no effort is every made to reassess the situation and turn girls & boys schools into mixed school. Delhi for instance may still need girls schools in a few localities, the requirement perhaps is not there in most parts of the city

(iii) For implementing UPE programme for rural girls, data disaggregated by age, sex, caste/tribe need to be collected blockwise for decentralised, micro level, participatory planning and management. Annual statistical must give rural urban statistics on enrolment, repetition and drop out in order that the progress of UPE of rural girls is monitored Block level school mapping exercises need to be carried out for exact location of primary schools and the requirements in terms of number of children in a habitation and the village.

(i) Elementary education of 8 years duration for children age 6-14 years is not a unified stage. Primary and upper primary schools are controlled by multiple agencies and suffer from duality of control

(ii) Co-education is more prevalent in rural areas where gender segregation is more; 93.4% rural primary schools are co-educational compared to 82.1% in urban areas. At the upper primary level 82% rural schools are co-educational compared to 59.9% in urban areas.

(iii) *Data Gaps* Rural urban statistics are not available in the annual statistical reports of the Department of Education at the Centre or in the States. This data is available from the periodical Educational Surveys of the NCERT or the Census. Gross enrolment statistics do not reveal the actual situation. In fact, large amount of stagnation in the system remains unaccounted for. In the absence of flow statistics, it is not really possible to assess the real extent of dropout.

(iv) *Women's Cells:* The National Policy on Education 1986 had proposed setting up of women's studies departments/ women's cells in all apex bodies including MHRD, UGC, NIEPA & NCERT, in the State Departments of Education and in SCERTs. The policy also proposed setting up of women's studies departments in universities and degree colleges. There has hardly been some implementation as in the NCERT several universities and a few SCERTs. The Department of Education, MHRD has recently set up a Standing Committee to go into the causes of continued low female literacy.

(iv) Several women's studies centers have come up in the universities. The Department of Women's Studies, NCERT has done exhaustive work in the areas of creating a data base for planning girls education and development and preparation of resource persons in the SCERTs, Faculties of Education, Teachers Training Colleges and Women's Studies Centres. The Department has prepared guidelines, handbooks for elimination of sex bias from curriculum, text books and educational programmes for planners, administrators, text book writers, teacher educators and teachers. Also exemplar materials promoting the value of equality between sexes are prepared. Major research studies on girls education, both in the areas of elementary education and vocational, technical and professional education have been completed. A major national study on Continuance & Discontinuance of Girls in Elementary Schooling is in progress. The Department is also coordinating the NCERT Plan of Action for SAARC DECADE OF THE GIRL CHILD and has been designated as the nodal point for Women and Education for India in the SAARC Region. The focus is on UPE among disadvantaged rural, SC/ST, physically handicapped, migrants, refugees, urban poor girls; promotion of science, mathematics and non traditional vocations among girls; impact of incentive schemes, cataloguing and analysing schemes of girls enrolment, retention and advancement for rural talented girls, among others.

It is recommended that such departments/units are created in MHRD and other national & state bodies at the earliest more particularly in SCERTs and the DIETs.

(v) There is need to extend ECCE services on a preferential basis to SC/ST habitations and other poverty sections in rural

(v) *Early Childhood Care and Primary Education* The backward linkages with ECCE programmes have yet to be forged,

although much is talked about in these terms. The recommendation to place Anganwadis (ICDS) and Balwadis and pre school classes in or close to primary schools for promoting enrolment and retention among girls has yet to be operationalized.

- (vi) *Sectoral Approach:* The present approach to educational planning and thus planning of UPE continues to be sectoral.

- (vii) *Blanket Norms:* The study indicates that girls participation is high where schooling facilities are available within habitation/village. The blanket norms of 1-1.5 km for primary and 3 km for upper primary may act as an impediment to girls education for they are unable to move too far away from their household on account of domestic work and child care responsibilities. Lack of time and lower physical mobility of girls are factors to be considered. Most girls who complete primary schooling drop out for want of a middle school close to residence.

11. **Mobilisation of Women and the Community:** Maharashtra is a state which has shown the way in the area of mobilisation of women and the community for promoting girls education. Project Mahatma in District Satara mobilised women of about twelve villages in planning development activities like income generating, savings, health, hygiene, child care services and above all promoting primary education of girls. This scheme became the genesis for a

areas for improvement of mother and child health and for acting as a support programmes and school readiness programmes for rural girls.

- (vi) Considering UPE of rural girls is affected by programmes and policies of various departments and ministries the programme can succeed only if a multi-sectoral holistic approach to planning education rural girls is adopted. This would need development of coordinating mechanisms from centre downwards to the village level to ensure inputs from different departments and sections are optimally mobilised and utilised.

- (vii) Blanket norms and blanket yardsticks will not apply in a situation where the topography is too varied and poverty and gender discrimination is high. *Gender inclusive, gender sensitive educational planning and school mapping* become imperative.

11. The final answer to the problem of UPE among rural girls will rest on the extent to which *the community and especially women can be mobilised and energised* as a group (a) to create a favourable climate for girls education and (b) more importantly to act as a pressure group which can make the school answerable in case of lapses and made accountable to the community.
Linked to this is *the need to raise the status of women* as primary

education of girls is determined in part by the socio economic standing of a household and more prominently on the place assigned to a girl child in dispensation and distribution of, at times, meagre resources. Ordinarily, girls and women get the residue only, whether it is food or health or education and leisure.

Mobilisation of women, we have referred to several models, would include efforts to work directly with women in improving their lot and a strong programme of public education. It may be pointed out that *media* has played a very important role through investigative journalism, TV serials, TV spots, radio announcements and field publicity units to spread the messages against social evil of dowry, child marriage, maltreatment of widows and programmes on legal rights of women within the family and at work, mother and child health care, and more recently the need to treat boys and girls equally.

Public education on gender equality and the need to raise the age at marriage and securing the future of the Girl Child has to be beamed on

(i) policy planners, public leaders (ii) teachers, teacher educators (iii) administrators and development workers (iv) curriculum developers and text book writers (v) media men and women (vi) parents and the community. Such attempts have been made at a small scale by NCERT, NIEPA, NIPCCD and some leading women's studies centers, but the greater part of the credit goes to a large number women's organisations and women activists who keep the gender equality issue alive and have succeeded in creating a climate where women and girls can no more be ignored. This aspect needs to be supported by all departments & ministries. UNICEF has played an important role in supporting advocacy programmes for women and the Girl Child. Unesco has likewise initiated several studies and programmes aimed at girls and

much larger project now running in several districts of Maharashtra entitled *Matru Prabodhan* (making the mothers aware) which has primary education of rural girls as the main focus of women's groups and additionally orients women in child care, health, hygiene and participation in village decision making bodies. The scheme has so far been run through voluntary efforts of the community and honorary work done by the SCERT faculty. Meetings of these women's groups is a pleasure to attend and men also join on special occasions. Another, innovative scheme of community mobilisation for girls education is the *Savtri Bai Phule Foster Parent Scheme* where community members come forward to support education of girls at the elementary stage and follow up the progress of the girl they adopt (not legally) and give a cash scholarship to the parents every month.

Besides, these the Rajasthan experiment in mobilising women has had its desired impact on improving enrolment of children in primary schools in districts where this Women's Development Programme (WDP) is running. *Mahila Samakhya* is another step in the direction of mobilising women for self confidence and self reliance and for improving the formal schools and non formal education respond to the needs of rural children, more particularly rural girls. The Department of Women's Studies NCERT, has experimented with some *Mahila Mandals* (Women's Groups) set up under the IRDP and sees them as a potential agent of mobilising community effort and creating a positive climate for girls education in two states. NIEPA's Project Arise is another experiment in mobilising women and the community for UEE. There are, also, a large number of NGOs which have taken up innovative programmes for UPE with focus on skill education for economic self reliance amongst the most deprived groups in difficult areas, girls benefit from such projects equally and more.

women, especially those belonging to urban poor, rural disadvantaged groups.

12. Unless concrete budgetary provisions are made with equity as the focus, UPE of rural girls cannot be realized, for they form the *most inner and undiscovered layer* of the proverbial (Onion of) inequality in the Indian situation. It may be worthwhile to quote the Indian Education Commission-1882 and the most recent Acharya Rammurthi Committee, more than 100 years between them-both asking for equitable resource allocations for boys and girls and the latter asking for equal share in the existing compensatory programmes for SC & ST for instance.

12. **Scheme for Promoting Girls Education:** Education is free for girls upto the higher secondary stage in all states and union territories. Besides that certain incentives are given to children at the primary and upper primary level. Currently, only 18% girls and 17% boys are receiving a free noon meal in rural areas; 26% girls and 23% boys receive free textbooks; 18% girls and 21% boys are given free uniforms; and less than 10% girls and boys receive the attendance scholarship.

It may be pertinent to remember that girls education was treated as a special component with separate budgetary allocations in the first three five year plans. This practice was discontinued. During the Sixth Plan, several central schemes like recruitment of women teachers, award of prizes to villages/districts/states in female literacy performance, NFE were started. Only the last scheme was continued in the Eight Plan despite negative evaluation.

13. What is Practical?

Keeping the Constitutional goal of UEE as a beacon, it may be practical to first concentrate on UPE and give years of completed education for all children as an intermediary step. In 1987-88, there were still 55 million illiterate children in the age group 5-9 years, bulk of whom were rural girls. It may be worthwhile to concentrate on UPE in order to avoid these children joining the band of adult illiterates in 5 to 10 years time.

The districts with low rural female primary enrolments are the same which have registered less than 20% crude female literacy rate and are highly negative on all indicators of social development like completed female education CBR, CDR, IMR, CMR, excess of female mortality over males by age two, female mean age at

13. **Disaggregative Micro Level Planning:** Looking at the vast socio economic disparities, it observed that States are not the best units for planning and implementation of primary education of rural girls as the inter district disparities within the state are wider than the inter State disparities. India can be more meaningfully understood in terms of its districts which are relatively homogeneous units in terms of social, economic and cultural features of populations. In India female literacy ranges from 5 or 6% to 84% in the 466 districts in 1991. The gap can be bridged by UPE and basic education for all. The Study has identified 125 districts with age specific enrolments (6-11 years) among rural girls of less than 50%, 160 districts lie in 50-75% bracket; and 123 districts have between 75-100% enrolments.

Further analysis of age specific enrolments among 11-14 year old rural girls shows an even more grim picture as with 204 districts register enrolments less than 25%; 109 districts between 25-50% and only 59 enrolments between 76-100%.

marriage, total fertility levels, acceptance of contraceptives, availability of safe drinking water, immunization of children and mothers, women's participation in non-agricultural occupations and in organised sector, roads, telecommunication, electricity etc. This obviously calls for a multi sectoral holistic approach to UPE of Rural Girls with District as a meso unit of analysis and planning and Block and Sub-Block/Villages as units of micro planning and management.

This would involve preparing a 10 year perspective on UPE/UJEE and a detailed exercise as follows:

- i) Selection of districts/backward areas
- ii) Specify requirement through needs assessment (physical, personnel, support)
- iii) See how existing structures can be optimally utilised
- iv) Work out costs and per capita expenditure which would differ from area to area and would be substantially higher in difficult regions
- v) Spell out duration of time and support needed for achieving targets, in terms of the five year plan periods so that specific budgetary provisions are made for teachers, schools, materials and support structures.

14. UEE - A Priority Programme for the Girl Child

Currently, there is no other development programme for children in the age group 6-14 years. Girls in this age group need special attention, especially those coming from disadvantaged sections and areas, as they can be helped to achieve physical and mental maturation with special inputs of nutrition, health and hygiene utilising the second growth spurt at adolescence, in case they have

14. The Case for Investment in the Girl Child:

Why educate girls?

Because:

- This is their basic right
- This will make them aware of their rights and duties and will thereby promote immense possibilities for their growth and development

- This will make them self-reliant, productive and self-confident.
- This will delay girls' marriage and reduce incidence of unsafe, high risk motherhood and improve child survival rates and reduce fertility rates.
- This will promote the education, health and nutrition of their children and will give the nation a qualitatively better workforce and citizenry.

What we invest in the girl-child today will be given back to us manifold when she grows. Investment in the girl child is an assured investment in the future of our nation. It may be noted here that urban girls have benefitted nearly as much as urban boys, from education and other social opportunities. The rural girl child has received less than her due from a nation committed to equality, liberty, and justice.

been undernourished or neglected in early childhood. There is partial coverage of 0-6 years old under ECCE and all other programmes are 'salvage' programmes for age group 15-35 years to redeem the 'lost race', the children who were either 'shut outs', 'pull outs' or 'push outs' of the educational system and became our adult illiterates.

Thus basic education programme is crucial for building universal values of equality, scientific temper, humanism, peace and harmony. Also, the programme can provide the entry point for convergence of other services needed by girls in this age group and their overburdened, overworked mothers.

And, who has missed out basic education the most. The Rural female. UPE, can catch them young.

The study recommends a multi sectoral wholistic RURAL SHE APPROACH to all development, and to UPE too not forgetting the urban poor girl. Maher (1985) recommended a 'She' approach to all development which sees women as women and not just mothers and potential mothers, but because this would be a more nurturing approach than the conventional 'He' approach.

APPENDIX TABLE 1
POPULATION : SOME BASIC INDICATORS

Sl No.	States/ Union Territories	Population (1991)		Density persons per sq km	Sex Ratio (1991) Female per 1000 Males	Average Annual Growth Rate (1981- 1991)	% of Rural Popula- tion (1981)	Per Capita Net Domes- tic Product (1986-87) in Rs	% of Rural Population below poverty line (1987-88)	Literacy Rate for age Group 7 Years & above (1991) ¹										Female mean Age at Marriage (1981) ²		Total Fertility Rate (1981) ³	
		Male	Female							Male	Female	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18						
	States	33.62	32.68	241	972	2.14	76.68	2333	33.7	56.24	33.71	45.11	15.8	16.6	3.2	3.4	2.8						
1.	Andhra Pradesh	0.46	0.40	10	861	2.06	93.43	28.34	NA	51.10	29.37	45.11	18.7	18.4	4.4	4.4	NA						
2.	Andhra Pradesh	11.58	10.71	284	925	2.12	89.71	2204	24.4	62.34	43.70	53.42	15.9	16.1	3.6	3.7	3.1						
3.	Assam	45.15	41.19	497	912	1.48	87.53	1802	42.6	52.63	23.10	38.54	19.2	19.6	2.6	2.6	2.4						
4.	Bihar	0.59	0.58	316	969	1.89	67.63	4782	NA	85.48	68.20	76.96	19.2	19.6	3.2	3.6	2.6						
5.	Goa	21.27	19.90	210	936	2.33	68.90	3223	11.2	72.54	48.50	60.91	18.2	18.5	3.2	4.5	4.9						
6.	Gujarat	8.71	7.61	369	874	1.77	78.12	3925	11.7	67.85	40.94	55.33	16.5	17.8	4.5	4.9	2.9						
7.	Haryana	2.56	2.55	92	996	1.77	92.39	2908	9.7	74.57	52.46	63.54	17.3	17.6	3.7	4.1	2.3						
8.	Haryana Pradesh	4.01	3.70	76	923	2.58	78.95	2344	15.4	NA	NA	NA	NA	NA	2.8	3.0	2.2						
9.	Jammu & Kashmir	22.86	21.96	234	960	1.88	71.11	2486	35.9	67.25	44.34	55.98	16.6	19.5	2.4	2.5	2.1						
10.	Karnataka	14.22	14.79	747	1040	1.31	81.26	2571	41.4	94.45	86.93	90.59	19.0	19.5	4.5	4.8	3.6						
11.	Kerala	34.23	31.90	149	932	2.37	79.71	2020	16.4	57.43	28.39	43.45	15.3	17.9	3.4	3.8	2.5						
12.	Madhya Pradesh	40.65	38.05	256	936	2.26	64.97	3793	36.5	74.84	50.51	63.05	16.3	19.1	2.6	2.5	2.8						
13.	Maharashtra	0.93	0.90	82	961	2.51	73.58	2533	NA	72.98	48.64	60.96	19.1	19.4	3.6	3.7	3.0						
14.	Manipur	0.90	0.86	78	947	2.76	81.93	2114	NA	51.57	44.78	48.26	18.9	19.4	4.2	4.0	3.4						
15.	Meghalaya	0.36	0.33	33	924	3.29	75.33	NA	NA	84.46	78.09	81.23	20.0	20.5	4.0	4.2	3.4						
16.	Mizoram	0.64	0.57	73	890	4.50	84.48	NA	NA	66.09	55.72	61.30	20.4	19.2	3.1	3.0	2.9						
17.	Nagaland	15.98	15.53	202	972	1.78	88.21	1957	40.4	62.37	34.40	48.55	70.2	17.3	3.3	3.4	2.8						
18.	Orissa	10.70	9.50	401	888	1.85	72.32	4119	7.2	63.68	49.72	57.14	18.8	18.9	3.2	3.5	3.9						
19.	Punjab	22.94	20.94	128	913	2.47	78.95	2150	24.9	55.07	20.84	38.81	15.5	16.2	5.5	5.9	3.7						
20.	Rajasthan	0.21	0.19	57	880	2.43	83.85	NA	39.5	64.34	47.23	56.53	18.9	18.9	4.5	4.7	2.7						
21.	Sikkim	28.22	27.42	428	946	1.39	67.05	2732	NA	74.88	52.29	63.72	18.3	18.4	3.0	3.1	2.1						
22.	Tamil Nadu	1.41	1.33	262	962	2.90	89.01	2065	34.6	70.08	50.01	60.39	16.8	17.5	3.3	3.5	3.6						
23.	Tripura	73.75	65.01	471	882	2.24	82.05	2146	30.3	55.35	26.02	41.71	16.0	17.4	4.3	4.5	3.6						
24.	Uttar Pradesh	35.46	32.52	766	917	2.20	73.53	2988	NA	67.24	47.15	57.72	16.0	17.4	3.1	3.6	1.8						
25.	West Bengal	0.15	0.13	34	820	3.87	73.70	NA	NA	79.68	66.22	73.74	17.7	18.2	4.1	4.5	3.1						
26.	A & N Islands	0.36	0.28	5620	793	3.50	6.37	NA	NA	82.67	73.61	78.73	17.6	18.9	2.7	4.1	2.7						
27.	Chandigarh	0.07	0.07	282	953	2.90	93.33	NA	NA	52.07	26.10	39.45	17.0	18.4	4.2	4.2	4.0						
28.	D & N Haveli	0.05	0.05	906	972	2.50	NA	*	NA	85.67	61.38	73.58	NA	NA	*	*	2.9						
29.	Daman and Diu	5.12	4.25	6319	830	4.10	7.27	6075	NA	80.63	68.01	76.09	16.5	18.1	3.0	4.6	2.9						
30.	Delhi	0.03	0.03	1615	944	2.50	53.72	NA	NA	87.06	70.88	79.23	16.7	17.5	3.7	3.9	3.5						
31.	Lakshadweep	0.40	0.39	1605	982	2.67	47.72	3994	NA	83.91	65.79	74.91	17.9	18.4	2.9	3.0	2.8						
32.	Pondicherry	437.60	406.33	267	929	2.11	76.69	2975	32.7	63.86	39.42	52.11	16.5	17.6	3.6	3.9	2.8						

INDIA 437.60 406.33 267 929 2.11 76.69 2975 32.7 63.86 39.42 52.11 16.5 17.6 3.6 3.9 2.8

Sources . 1. Census of India 1991, series I India, Paper 1 of 1991, Population Total, Registrar General & Census Commissioner, India, New Delhi, 1991.
2. Female Age At Marriage, An Analysis of 1981 Census Data, Occasional Paper No. 7 of 1988, New Delhi, 1988.
3. Census of India 1981, Occasional Paper No. 13 of 1988, Fertility in India, An Analysis of 1981, Registrar General & Census Commissioner, India, New Delhi, 1991

APPENDIX TABLE 2
CHILD MORTALITY & EDUCATION

SL No	States & Union Territories	Infant Mortality Rate 1981						Child Mortality Rate by Educational Level of Mother					
		Rural		Urban		Total		Illiterate	Literate but below	Middle but below	Matric but Graduate	Graduate and Above	
		Male	Female	Male	Female	Male	Female						
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	
<i>State</i>													
1.	Andhra Pradesh	105	86	65	59	100	82	152	102	66	47	31	
2.	Assam	146	115	70	50	141	111	236	94	45	36	27	
3.	Bihar	98	98	67	58	95	94	NA	NA	NA	NA	NA	
4.	Goa	64	59	53	63	60	56	151	61	72	51	33	
5.	Gujarat	90	94	62	63	81	84	102	100	44	34	NA	
6.	Haryana	97	126	59	65	87	119	138	100	73	54	34	
7.	Himachal Pradesh	103	91	66	60	101	89	149	97	70	51	30	
8.	Jammu & Kashmir	103	86	46	48	78	78	153	101	76	60	NA	
9.	Karnataka	57	81	70	54	87	74	121	71	54	38	25	
10.	Kerala	93	81	47	44	55	48	159	106	75	47	23	
11.	Madhya Pradesh	168	147	86	81	158	140	212	127	53	33	NA	
12.	Maharashtra	110	102	65	60	95	89	172	114	75	44	26	
13.	Manipur	34	30	23	40	31	33	54	53	34	24	22	
14.	Meghalaya	85	78	55	53	81	76	162	120	80	47	NA	
15.	Mizoram	83	72	43	37	73	65	165	84	41	47	NA	
16.	Nagaland	86	57	48	41	76	58	119	78	51	48	NA	
17.	Orissa	124	114	110	79	119	111	191	152	91	55	33	
18.	Punjab	83	90	57	55	74	79	123	91	63	44	32	
19.	Rajasthan	119	123	76	80	114	114	185	113	76	54	41	
20.	Sikkim	110	93	76	58	105	87	172	102	52	55	NA	
21.	Tamil Nadu	97	91	71	66	89	82	153	108	78	53	29	
22.	Tripura	109	121	70	54	106	116	165	130	79	53	NA	
23.	Uttar Pradesh	140	137	84	77	131	128	201	126	89	64	44	
24.	West Bengal	112	93	62	56	103	57	140	97	51	34	24	
<i>Union Territories</i>													
26.	A & N Islands	86	72	27	42	78	66	137	98	51	37	NA	
27.	Chandigarh	68	77	52	51	53	53	110	70	48	NA	NA	
28.	D & N Haveli	104	93	79	127	102	93	160	81	NA	32	NA	
29.	Daman & Diu	*	*	*	*	*	*	*	*	*	*	*	
30.	Delhi	109	102	65	67	66	70	121	83	63	43	30	
31.	Lakshadweep	140	96	99	67	124	88	211	181	100	81	NA	
32.	Pondicherry	93	75	70	61	77	68	147	90	67	45	NA	
INDIA		130	116	68	66	122	108	170	107	71	48	32	

Source: Census of India 1981, Child Mortality Estimates of India, Occasional Paper No 5 of 1988, New Delhi, 1988

APPENDIX TABLE 3
Literacy Rate Inclusive of all Age Groups 1981

S.No	States Union Territories	All Communities						Scheduled Castes						Scheduled Tribes								
		Rural			Urban			Total	Rural			Urban			Total	Rural			Urban			Total
		Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total	
175																						
1.	Andhra Pradesh	32.3	14.1	61.9	41.6	39.26	20.39	20.66	7.28	47.78	27.09	24.82	10.26	10.63	2.78	31.50	14.14	12.01	3.46			
2.	Assam	26.4	9.6	60.8	41.2	28.94	11.32	46.16	20.22	45.35	27.03	45.88	22.38	19.76	6.78	60.00	33.18	20.79	7.31			
3.	Bihar	34.4	10.2	62.5	39.8	36.11	13.62	16.26	1.78	35.89	10.83	18.02	2.51	24.63	6.48	48.30	27.78	26.17	7.75			
4.	Gujarat	62.4	43.1	72.0	57.4	65.59	47.56	48.52	25.45	50.65	31.57	48.79	27.84	33.00	19.12	35.79	18.11	33.65	18.89			
5.	Haryana	47.9	24.0	68.6	58.1	44.44	22.30	48.72	20.54	62.01	36.35	53.14	25.61	29.53	11.00	41.16	20.20	30.41	11.64			
6.	Madhya Pradesh	43.4	15.4	65.0	47.4	48.20	32.27	29.95	5.82	39.84	14.21	31.45	7.06	38.28	12.36	69.61	46.19	38.75	12.82			
7.	Uttar Pradesh	51.4	29.4	73.3	60.0	53.19	31.46	40.32	19.62	39.66	20.86	41.94	20.63	31.34	11.70	NA	NA	NA	1.84			
8.	West Bengal	31.6	10.5	56.6	36.4	36.29	15.88	23.71	6.88	49.38	28.45	29.35	11.55	27.60	8.03	45.72	23.70	29.96	10.03			
9.	Karnataka	42.1	19.8	65.0	47.8	48.81	27.71	23.64	6.19	48.45	70.61	62.33	49.73	37.00	25.39	63.79	58.92	37.52	26.02			
10.	Kerala	74.1	64.3	80.1	72.2	75.26	65.73	61.99	4.07	49.40	20.01	30.26	6.87	16.19	3.19	58.90	15.18	17.74	3.60			
11.	Madhya Pradesh	32.9	9.0	64.4	42.3	39.49	15.35	25.99	4.07	49.40	20.01	30.26	6.87	16.19	3.19	58.90	15.18	17.74	3.60			
12.	Manipur	51.3	24.9	71.8	54.7	58.79	34.79	44.00	16.01	59.02	35.96	48.85	21.53	29.18	9.34	66.60	35.12	32.38	11.94			
13.	Mizoram	49.3	25.1	64.3	50.2	53.29	29.06	40.27	23.08	50.10	34.51	41.94	24.95	40.72	28.05	65.24	47.92	48.88	30.35			
14.	Nagaland	30.8	24.0	68.9	56.8	37.89	30.08	31.07	15.53	35.66	21.09	32.28	16.30	29.76	24.60	59.68	34.19	28.91	25.92			
15.	Orissa	60.2	49.9	77.3	70.5	64.46	54.91	87.78	28.57	90.00	75.00	88.33	53.33	60.17	59.21	77.11	71.01	64.12	55.21			
16.	Punjab	46.1	30.3	69.3	56.9	50.06	33.89	NA	NA	NA	NA	NA	NA	48.59	30.15	71.36	60.50	47.31	32.99			
17.	Rajasthan	44.5	18.5	65.1	42.7	47.10	21.12	34.50	8.84	42.36	14.94	35.26	9.40	22.63	4.34	36.05	13.69	23.27	4.76			
18.	Tamil Nadu	41.9	27.6	60.7	49.7	47.16	33.69	29.84	14.59	35.80	20.43	30.96	15.67	NA	NA	NA	NA	NA	NA			
19.	Uttar Pradesh	29.7	5.5	60.6	34.5	36.30	11.42	20.51	1.18	41.94	9.71	24.40	2.69	17.88	0.93	41.93	8.70	18.85	1.20			
20.	West Bengal	40.3	18.2	61.4	45.4	43.95	22.20	30.27	14.28	55.94	39.20	35.74	19.65	39.44	18.08	63.43	47.32	43.10	22.37			
21.	Andhra Pradesh	51.2	25.8	72.5	54.0	58.26	34.99	36.90	14.73	55.38	33.37	40.65	18.47	34.98	12.78	42.91	25.31	26.72	14.00			
22.	Assam	48.2	27.6	80.0	67.1	51.70	32.00	42.96	22.30	58.21	37.26	43.92	23.24	32.74	11.52	84.42	72.21	33.46	12.27			
23.	Bihar	35.2	9.4	54.7	33.4	38.76	14.04	23.19	2.72	38.46	14.27	34.26	3.90	29.66	7.33	60.92	38.12	31.22	8.69			
24.	Uttar Pradesh	43.6	22.1	69.1	54.8	50.67	30.25	32.56	12.01	45.65	26.26	34.26	13.70	20.69	4.53	32.36	18.02	21.16	5.01			
Union Territories																						
25.	Andaman & Nicobar Islands	37.1	37.1	71.7	57.0	58.72	42.12	NA	NA	NA	NA	NA	NA	37.64	23.12	83.92	41.67	38.43	23.24			
26.	Chandigarh	52.3	52.3	70.2	60.9	69.00	59.31	38.76	21.32	46.90	25.80	46.04	25.31	NA	NA	NA	NA	NA	NA			
27.	Daman & Diu	34.3	14.9	62.9	44.3	36.32	16.78	61.33	44.82	37.72	44.04	58.52	44.74	24.76	8.04	44.87	12.28	25.46	8.42			
28.	Delhi	60.1	32.1	69.1	54.7	68.40	53.07	46.67	17.20	50.57	26.79	50.21	25.89	NA	NA	NA	NA	NA	NA			
29.	Lakshadweep	41.6	41.6	68.7	48.3	65.24	44.65	NA	NA	NA	NA	NA	NA	61.21	40.83	65.98	45.51	63.34	42.92			
30.	Pondicherry	59.4	36.3	71.8	54.2	65.84	45.71	37.71	15.29	53.90	31.92	43.11	21.21	NA	NA	NA	NA	NA	NA			
31.	India	40.79	17.96	65.83	47.82	46.89	24.82	27.91	8.45	47.54	24.34	31.12	10.93	22.94	6.81	47.60	27.32	24.52	8.04			

APPENDIX TABLE 4
GROSS ENROLMENT RATIO 1986-87

Sl. No.	States & Union Territories	All Communities						Scheduled Castes						Scheduled Tribes						
		Classes I-V			Classes VI-VIII			Classes I-V			Classes VI-VIII			Classes I-V			Classes VI-VIII			
		Male	Female		Male	Female		Male	Female		Male	Female		Male	Female		Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
States																				
1	Andhra Pradesh	103.89	80.01	44.37	24.75	156.42	116.05	48.57	27.41	124.85	74.18	28.41	11.43	124.85	74.18	28.41	11.43	124.85	74.18	
2	Assam	110.57	78.10	41.65	26.89	NA	NA	NA	NA	122.79	109.83	54.75	32.69	122.79	109.83	54.75	32.69	122.79	109.83	
3	Bihar	98.40	81.20	50.38	39.15	160.42	152.57	100.90	100.37	127.79	109.83	54.75	32.69	127.79	109.83	54.75	32.69	127.79	109.83	
4	Goa	105.20	52.77	43.00	16.11	96.64	34.71	31.13	7.37	106.33	52.70	34.28	12.77	106.33	52.70	34.28	12.77	106.33	52.70	
5	Gujarat	138.97	127.22	109.96	96.07	157.61	135.65	85.67	55.68	211.99	188.51	104.03	56.15	211.99	188.51	104.03	56.15	211.99	188.51	
6	Karnataka	119.84	95.31	64.63	44.15	161.12	126.43	84.26	55.91	134.79	95.91	42.58	21.94	134.79	95.91	42.58	21.94	134.79	95.91	
7	Kerala	95.81	77.60	76.26	39.89	106.00	81.16	64.86	33.16	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
8	Himachal Pradesh	105.99	92.59	93.07	64.79	123.26	98.07	87.83	55.37	111.99	74.89	80.22	30.80	111.99	74.89	80.22	30.80	111.99	74.89	
9	Jammu & Kashmir	91.35	67.24	69.85	41.72	94.71	65.16	64.24	32.91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
10	Karnataka	117.70	98.69	61.01	41.83	137.82	94.17	42.62	33.23	98.87	72.62	28.82	21.41	98.87	72.62	28.82	21.41	98.87	72.62	
11	Kerala	116.71	104.59	88.46	88.09	130.39	124.38	107.32	104.61	123.09	113.65	79.11	67.58	123.09	113.65	79.11	67.58	123.09	113.65	
12	Madhya Pradesh	106.31	76.33	63.41	24.23	128.99	71.39	67.51	16.06	99.02	52.88	37.42	9.42	99.02	52.88	37.42	9.42	99.02	52.88	
13	Maharashtra	125.82	107.21	77.53	51.71	NA	NA	NA	NA	122.83	86.13	52.69	27.88	122.83	86.13	52.69	27.88	122.83	86.13	
14	Manipur	99.98	86.91	67.76	52.91	NA	NA	94.63	71.93	170.96	137.31	76.94	52.96	170.96	137.31	76.94	52.96	170.96	137.31	
15	Meghalaya	110.16	107.08	53.82	49.20	NA	NA	NA	NA	121.88	113.44	54.23	41.37	121.88	113.44	54.23	41.37	121.88	113.44	
16	Mizoram	126.48	118.45	57.46	56.78	NA	NA	NA	NA	145.08	137.00	70.09	66.40	145.08	137.00	70.09	66.40	145.08	137.00	
17	Nagaland	111.47	103.91	45.68	37.39	NA	NA	NA	NA	45.65	43.95	107.95	105.17	45.65	43.95	107.95	105.17	45.65	43.95	
18	Orissa	119.36	81.87	51.32	29.88	122.91	80.21	46.63	20.74	106.86	52.68	30.92	13.55	106.86	52.68	30.92	13.55	106.86	52.68	
19	Punjab	97.03	92.85	63.45	54.15	117.56	98.69	57.95	37.60	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
20	Rajasthan	104.08	50.62	59.43	16.24	104.16	32.61	54.69	5.69	103.85	30.83	48.37	4.25	103.85	30.83	48.37	4.25	103.85	30.83	
21	Sikkim	139.40	115.83	60.61	50.83	139.40	121.38	45.39	37.53	145.02	117.29	60.69	53.50	145.02	117.29	60.69	53.50	145.02	117.29	
22	Tamil Nadu	125.77	120.01	84.95	63.41	154.80	131.73	94.33	65.18	107.24	82.78	45.21	27.60	107.24	82.78	45.21	27.60	107.24	82.78	
23	Tripura	135.20	112.72	65.71	49.94	164.74	135.08	54.41	34.39	156.79	101.75	42.68	21.40	156.79	101.75	42.68	21.40	156.79	101.75	
24	Uttar Pradesh	86.17	50.33	55.93	23.09	87.10	39.41	32.29	8.16	111.28	73.49	49.74	17.04	111.28	73.49	49.74	17.04	111.28	73.49	
25	West Bengal	87.16	70.17	49.11	32.48	107.23	71.23	34.10	15.72	92.72	57.03	31.66	10.77	92.72	57.03	31.66	10.77	92.72	57.03	
Union Territories																				
26	A & N Islands	97.92	85.52	88.59	77.91	NA	NA	NA	NA	93.51	77.22	80.17	65.00	93.51	77.22	80.17	65.00	93.51	77.22	
27	Chandigarh	81.51	79.44	71.88	75.67	57.00	66.14	31.78	25.11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
28	D & N Haveli	136.94	107.45	50.54	36.16	118.44	104.78	135.73	104.98	110.91	77.23	45.67	23.01	110.91	77.23	45.67	23.01	110.91	77.23	
29	Daman and diu	149.00	109.09	85.12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
30	Delhi	92.76	90.21	80.31	79.38	125.51	108.96	86.79	59.52	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
31	Lakshadweep	150.53	138.96	97.57	76.56	NA	NA	NA	NA	158.47	149.02	123.21	82.21	158.47	149.02	123.21	82.21	158.47	149.02	
32	Pondichery	121.98	126.27	86.33	72.17	140.67	149.99	97.71	71.69	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
INDIA		104.88	77.55	60.03	35.03	103.78	64.77	52.72	26.55	111.05	67.96	45.64	21.87	111.05	67.96	45.64	21.87	111.05	67.96	

Source: Fifth All India Education Survey, NCERT

APPENDIX TABLE 5
GROSS ENROLMENT RATIO RURAL URBAN 1986-87

Sl No	States & Union Territories	Rural				Urban				Total			
		Classes I-V		Classes VI-VIII		Classes I-V		Classes VI-VIII		Classes IV		Classes VI-VIII	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>States</i>													
1.	Andhra Pradesh	107	79	38	17	92	84	65	50	104	80	44	25
2.	Assam	110	77	39	24	121	95	79	59	111	78	42	27
3.	Bihar	99	81	46	35	94	86	89	79	98	81	50	39
4.	Chandigarh	108	51	39	12	84	62	72	43	105	53	43	16
5.	Goa	137	126	101	91	144	132	139	115	139	127	110	96
6.	Gujarat	124	95	57	35	110	97	81	64	120	95	65	44
7.	Haryana	103	80	73	31	69	69	86	72	96	78	76	40
8.	Himachal Pradesh	106	92	91	61	104	96	113	108	106	93	93	65
9.	Jammu & Kashmir	91	61	65	33	92	98	97	87	91	67	70	42
10.	Karnataka	107	86	46	27	149	139	108	102	118	99	61	42
11.	Kerala	103	105	87	86	100	101	96	97	107	105	88	88
12.	Madhya Pradesh	115	69	54	14	122	101	97	61	116	76	63	24
13.	Maharashtra	128	106	67	42	122	110	97	68	126	107	78	52
14.	Manipur	101	89	54	40	90	82	104	89	100	87	68	53
15.	Meghalaya	114	110	49	44	92	91	79	76	110	107	54	49
16.	Mizoram	156	142	62	59	82	83	50	54	126	118	57	57
17.	Nagaland	119	112	45	35	83	73	49	45	111	104	46	37
18.	Orissa	110	80	46	25	111	94	87	63	110	82	51	30
19.	Punjab	107	100	64	49	69	72	69	70	97	93	65	54
20.	Rajasthan	102	43	55	08	110	79	73	45	104	51	59	16
21.	Sikkim	158	130	65	52	49	47	41	45	139	116	61	51
22.	Tamil Nadu	132	128	77	53	107	104	97	83	125	120	84	63
23.	Tripura	139	114	61	44	104	98	109	103	135	113	66	50
24.	Uttar Pradesh	88	48	50	16	80	62	84	56	86	50	56	23
25.	West Bengal	92	72	46	33	74	64	58	48	87	70	49	32
<i>Union Territories</i>													
26.	A & N Islands	95	83	81	72	106	93	110	96	98	86	89	78
27.	Chandigarh	109	109	62	51	79	77	73	78	82	79	72	76
28.	D & N Haveli	139	110	44	28	121	93	82	71	137	107	51	36
29.	Daman & Diu	170	154	88	64	157	142	144	121	165	149	109	85
30.	Delhi	153	144	130	96	87	86	76	78	93	90	80	79
31.	Lakshadweep	151	143	95	77	150	134	101	77	151	139	98	77
32.	Pondichery	129	126	83	69	115	108	89	75	122	126	86	72
TOTAL		106	74	53	27	100	88	84	64	105	78	60	35

Source: Based on Fifth India Educational Survey (NCERT, Unpublished).

APPENDIX TABLE 6
PERCENTAGE OF HOUSEHOLDS WITHOUT ANY LITERATE MEMBER IN THE FAMILY 1981

Sl No.	States/Union Territories	Percentage of Households without any Literate Member in the Family				
		Rural		Urban		Total
1	2	3	4	5		
<i>States</i>						
1.	Andhra Pradesh	51.10	21.31	44.40		
2.	Arunachal Pradesh	54.91	19.18	52.11		
3.	Assam	NA	NA	NA		
4.	Bihar	48.48	19.93	44.95		
5.	Goa	17.69	12.88	16.11		
6.	Gujarat	28.54	12.60	23.44		
7.	Haryana	26.84	13.98	23.55		
8.	Himachal Pradesh	21.68	9.86	20.50		
9.	Jammu & Kashmir	41.87	19.39	37.13		
10.	Karnataka	35.71	14.96	29.73		
11.	Kerala	5.47	28.31	4.99		
12.	Madhya Pradesh	47.62	16.66	41.22		
13.	Maharashtra	25.50	9.83	19.82		
14.	Manipur	23.43	11.97	20.47		
15.	Meghalaya	43.94	11.08	37.98		
16.	Mizoram	11.93	1.86	9.39		
17.	Nagaland	29.11	10.03	25.98		
18.	Orissa	37.36	20.19	35.23		
19.	Punjab	28.27	16.36	24.74		
20.	Rajasthan	48.42	18.97	42.06		
21.	Sikkim	34.59	13.67	30.86		
22.	Tamil Nadu	31.03	11.16	24.78		
23.	Tripura	30.33	6.15	27.58		
24.	Uttar Pradesh	43.24	24.75	39.97		
25.	West Bengal	36.97	16.18	31.15		
<i>Union Territories</i>						
26.	A & N Islands	18.89	10.76	16.61		
27.	Chandigarh	20.33	12.39	12.85		
28.	D & N Haveli	45.57	12.69	43.35		
29.	Daman & Diu	*	*	*		
30.	Delhi	16.83	12.74	12.98		
31.	Lakshadweep	7.03	4.58	9.39		
32.	Pondicherry	21.90	10.26	5.90		
INDIA		38.47	15.63	32.95		

Source - Census of India 1981, Series I India, Household Tables, Office of the Registrar Commissioner New Delhi, 1983

APPENDIX TABLE 7
DECADES REQUIRED TO ATTAIN UNIVERSAL LITERACY 1981

Sl No	States/Union Territories	Decades Required to Attain Literacy Rate of 85 Per cent projected from rates of change in literacy rates between 1971 and 1981				
		Male	Female	Total	Rural	Urban
1	2	3	4	5	6	7
States						
1	Andhra Pradesh	7.5	13.9	10.3	15.2	6.7
2	Arunachal Pradesh	5.0	9.7	6.8	7.6	NA
3	Assam	NA	NA	NA	NA	NA
4	Bihar	6.3	14.6	9.4	11.7	4.5
5	Goa	1.7	3.0	2.4	2.7	2.3
6	Gujarat	3.7	7.0	5.2	6.2	4.6
7	Haryana	3.4	8.5	5.3	6.3	4.8
8	Himachal Pradesh	3.2	4.8	4.0	4.2	2.5
9	Jammu & Kashmir	5.1	10.5	7.2	8.4	5.3
10	Karnataka	5.0	8.5	6.7	9.1	5.4
11	Kerala	1.1	1.7	1.5	1.6	0.9
12	Madhya Pradesh	4.7	15.1	10.0	14.5	6.9
13	Maharashtra	3.4	6.0	4.7	6.2	3.6
14	Manipur	4.4	5.9	5.2	6.3	NA
15	Meghalay	1.5	9.9	11.1	7.7	7.2
16	Mizoram	2.3	3.4	4.1	3.1	NA
17	Nagaland	4.3	8.9	7.2	7.2	5.2
18	Orissa	5.6	6.6	6.1	6.7	9.4
19	Punjab	6.4	24.9	11.4	16.2	7.5
20	Rajasthan	2.2	4.7	3.1	3.6	3.5
21	Sikkim	4.1	6.2	5.2	7.2	3.0
22	Tamil Nadu	2.9	4.9	3.8	4.2	1.2
23	Tripura	6.4	20.3	10.6	12.6	7.4
24	Uttar Pradesh	4.4	7.9	5.7	7.0	3.3
25	West Bengal					
Union Territories						
26	A & N Islands	3.7	3.9	4.2	4.6	4.0
27	Chandigarh	7.9	5.2	6.3	2.8	NA
28	D & N Haveli	3.4	7.6	5.0	NA	NA
29	Daman & Diu	*	*	*	*	*
30	Delhi	3.5	6.0	4.8	3.3	NA
31	Lakshadweep	2.3	2.9	2.6	NA	NA
32	Pondichery	2.2	3.5	3.0	3.9	3.2
INDIA		5.2	9.8	7.2	9.3	5.5

Source : Sharma O.P., Rotherfold Robert D., *Literacy Trends in India*, Occasional Paper No 1 of Office of the Registrar General India, New Delhi, 1987, p 48.

APPENDIX TABLE 8
AGE-SPECIFIC ENROLMENT RATIO ALL COMMUNITIES 1986-87

Sl No	States/Union Territory	Rural		Urban		Total	
		6-11 years		11-14 years		11-14 years	
1	2	Male	Female	Male	Female	Male	Female
3	4	5	6	7	8	9	10
States							
1	Andhra Pradesh	86.04	61.73	38.91	17.95	80.54	72.71
2	Arunachal Pradesh	71.35	51.81	53.38	34.61	92.15	73.96
3	Assam	89.10	73.53	52.19	32.90	76.53	70.98
4	Bihar	96.31	49.50	42.16	12.69	79.71	60.62
5	Goa	84.62	77.68	81.39	75.70	96.26	85.78
6	Gujarat	85.70	67.87	75.70	79.81	79.81	70.52
7	Haryana	89.52	69.81	71.39	34.08	59.43	58.66
8	Himachal Pradesh	83.19	72.88	84.78	60.95	82.79	77.47
9	Jammu & Kashmir	86.89	58.38	64.10	33.10	85.07	89.26
10	Karnataka	85.54	69.83	59.94	36.86	117.11	111.58
11	Kerala	87.22	85.70	84.58	83.42	87.07	88.81
12	Madhya Pradesh	89.33	60.86	60.88	19.94	100.47	85.19
13	Maharashtra	91.09	77.63	76.33	51.15	85.50	81.77
14	Manipur	84.62	75.97	71.97	51.08	84.12	73.53
15	Meghalaya	53.50	52.53	62.45	56.92	67.48	65.07
16	Mizoram	89.80	86.66	86.41	78.37	81.44	52.35
17	Nagaland	57.55	59.55	56.87	36.78	47.58	43.13
18	Orissa	83.94	60.31	47.18	25.81	92.24	77.10
19	Punjab	96.31	92.43	70.70	53.13	58.68	61.43
20	Rajasthan	85.74	57.61	57.61	9.96	32.60	32.60
21	Sikkim	78.37	64.86	87.63	75.18	31.23	29.48
22	Tamil Nadu	97.37	93.26	98.61	64.84	99.65	95.83
23	Tripura	126.86	105.40	65.18	48.16	99.51	93.47
24	Uttar Pradesh	75.29	40.20	45.84	19.27	73.80	70.11
25	West Bengal	84.91	67.12	53.71	33.67	67.25	58.70
Union Territories							
26	A & N Islands	73.83	65.44	72.71	67.39	94.98	85.27
27	Chandigarh	86.35	86.48	61.87	49.11	64.33	63.50
28	D & N Haveli	92.48	75.80	66.99	44.71	94.71	65.06
29	Daman & Diu	86.95	82.39	80.60	63.90	93.82	89.17
30	Delhi	124.53	115.59	107.24	78.84	72.11	71.54
31	Lakshadweep	96.69	95.20	90.10	87.43	97.90	97.44
32	Pondichery	97.44	94.13	96.63	86.62	92.35	86.43
INDIA		87.43	61.28	57.64	31.03	83.00	75.84
						81.86	60.44

APPENDIX TABLE 9
PERCENTAGE OF GIRLS ENROLMENT TO TOTAL ENROLMENT 1986-87

Sl. No.	States & Union Territories	Rural					Urban					Total			
		Classes I-V		Classes VI-VIII		Classes IX-XI	Classes I-V		Classes VI-VIII		Classes IX-XI	Classes I-V		Classes VI-VIII	
		3	4	5	6		7	8	9	10		11	12	13	14
1	2														
	States														
1.	Andhra Pradesh	41.07	31.15	27.74	22.57		47.33	43.42	40.45	30.42		43.16	35.87	33.28	28.28
2.	Andhra Pradesh	39.99	37.29	28.29	24.69		43.98	43.17	35.13	26.76		40.33	35.21	30.14	25.66
3.	Assam	43.28	40.10	38.18	31.07		45.71	44.56	45.35	38.80		41.52	41.92	40.46	35.84
4.	Bihar	31.96	23.05	16.06	16.41		42.20	35.98	29.88	22.85		33.13	26.20	20.67	21.29
5.	Goa	47.41	46.01	44.38	45.38		47.54	43.94	45.22	47.18		47.44	35.42	44.62	46.44
6.	Gujarat	42.11	36.27	32.03	31.11		45.60	42.21	40.07	39.04		41.18	38.82	36.23	37.52
7.	Haryana	40.03	27.46	20.35	13.88		47.42	49.78	37.15	34.83		41.28	31.34	26.90	29.80
8.	Haryana Pradesh	45.68	39.07	31.15	21.53		46.79	45.24	40.71	23.79		45.77	39.84	30.09	22.60
9.	Jammu & Kashmir	37.69	30.91	26.76	23.90		46.90	44.71	42.83	34.15		39.75	34.65	32.68	31.53
10.	Karnataka	43.95	36.51	32.04	31.59		46.90	44.71	43.01	33.61		44.90	40.33	38.23	33.05
11.	Kerala	48.68	48.80	49.35	41.78		49.58	50.83	50.94	53.07		45.79	49.12	49.63	43.00
12.	Madhya Pradesh	36.54	20.76	12.84	14.09		43.76	38.32	27.80	32.26		38.85	27.54	21.72	31.99
13.	Maharashtra	44.17	36.93	28.31	28.79		46.60	41.92	38.99	35.23		45.05	43.10	42.52	25.99
14.	Manipur	46.26	41.37	40.22	00.00		45.74	45.40	44.94	26.04		46.13	47.85	46.33	45.24
15.	Meghalaya	49.67	47.11	43.86	43.63		50.21	49.31	50.36	47.92		49.74	48.93	47.02	00.00
16.	Mizoram	46.96	47.71	45.29	00.00		49.48	50.99	49.63	00.00		47.64	43.82	38.12	00.00
17.	Nagaland	41.61	42.81	39.07	00.00		45.94	47.10	36.78	00.00		42.10	36.32	32.41	36.44
18.	Nagaland	41.61	34.79	30.25	38.64		45.63	41.92	39.05	35.67		45.58	41.86	40.98	37.18
19.	Orissa	45.12	39.73	37.95	26.45		47.56	46.83	46.28	40.19		28.02	19.75	16.83	16.42
20.	Punjab	45.12	39.73	37.95	26.45		47.56	46.83	46.28	40.19		28.02	19.75	16.83	16.42
21.	Rajasthan	44.69	42.83	35.46	23.35		48.36	50.47	41.25	38.25		44.92	43.81	37.79	30.50
22.	Sikkim	45.23	37.82	31.80	31.57		47.93	45.25	43.66	45.07		45.97	40.84	37.76	41.02
23.	Tamil Nadu	44.27	40.87	38.19	31.10		47.78	47.82	59.22	36.00		44.55	42.17	41.54	33.87
24.	Tripura	32.74	21.83	13.28	15.20		40.71	36.82	28.22	29.64		34.21	26.52	19.82	23.14
25.	Uttar Pradesh	42.91	35.89	33.48	26.12		45.28	44.07	45.13	38.59		43.44	38.57	38.11	32.80
26.	West Bengal	46.63	44.41	42.04	39.01		46.57	43.99	43.11	44.87		-	44.28	42.42	41.87
27.	Union Territories	45.30	40.20	34.36	22.73		46.00	47.15	40.99	42.97		45.92	46.73	40.79	42.72
28.	A & N Island	40.31	35.82	41.31	36.27		43.65	45.50	33.14	39.37		40.71	38.75	38.24	38.72
29.	Chandigarh	47.19	46.61	37.12	00.00		47.14	44.57	42.56	30.94		47.18	42.63	40.52	30.94
30.	D & N Haveli	44.29	38.51	38.62	33.42		45.76	46.20	43.45	45.65		45.56	45.32	43.07	44.76
31.	Daman & Diu	47.33	43.85	39.84	23.60		46.56	37.97	41.61	34.19		46.99	41.41	40.52	29.61
32.	Lakshadweep	48.05	40.51	37.21	37.09		47.97	43.55	42.26	40.86		48.01	42.19	39.96	39.41
33.	Pondicherry														
	INDIA	39.48	31.82	27.33	24.08		45.17	41.83	37.34	34.86		40.81	35.32	31.71	30.77

Source - Fifth All India Educational Survey, NCERT, New Delhi, 1990

APPENDIX TABLE 10
PERCENTAGE OF GIRLS ENROLLED IN NFE CENTRES AT PRIMARY LEVEL IN RURAL AREAS 1986-87

Sl No.	States/Union Territories	Percentage of Girls					Total
		14 Years & Above					
1	2	3	4	5			
<i>States</i>							
1.	Andhra Pradesh	36.01	38.43	36.23			
2.	Assam	40.06	38.65	40.23			
3.	Bihar	44.38	48.47	44.52			
4.	Goa	43.66	49.93	44.21			
5.	Gujarat	0	0	0			
6.	Haryana	38.52	29.27	37.09			
7.	Himachal Pradesh	55.70	51.54	55.30			
8.	Jammu & Kashmir	63.90	60.00	53.04			
9.	Karnataka	53.96	58.52	54.05			
10.	Kerala	37.12	33.42	37.06			
11.	Madhya Pradesh	40.70	61.24	50.62			
12.	Maharashtra	43.42	30.52	40.12			
13.	Manipur	27.33	37.66	29.33			
14.	Meghalaya	47.62	49.75	47.56			
15.	Mizoram	46.30	42.33	44.89			
16.	Nagaland	42.97	33.33	41.91			
17.	Orissa	0	0	0			
18.	Punjab	43.20	43.81	43.23			
19.	Rajasthan	48.98	84.13	52.67			
20.	Sikkim	45.42	39.40	45.92			
21.	Tamil Nadu	40.74	39.96	40.40			
22.	Tripura	48.61	97.39	65.67			
23.	Uttar Pradesh	00.00	0	0			
24.	West Bengal	46.82	41.09	46.28			
25.		34.20	28.98	32.97			
<i>Union Territories</i>							
26.	A & N Island	44.35	45.17	44.54			
27.	Chandigarh	56.34	0	56.34			
28.	D & N Haveli	0	0	0			
29.	Daman & Diu	0	0	0			
30.	Delhi	45.25	56.81	46.49			
31.	Lakshadweep	31.00	0	31.00			
32.	Pondicherry	32.00	0	32.00			
INDIA		42.48	41.54	42.40			

Source : Based on Fifth All India Educational Survey, NCERT, (Unpublished Data)

APPENDIX TABLE 11
DROP-OUTS IN CLASSES I-VIII 1985-86

Sl No	States/Union Territories	Drop-outs in Classes I-VIII							
		All Communities		Scheduled Castes		Scheduled Tribes			
		Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8		
	<i>States</i>								
1.	Andhra Pradesh	70.89	80.08	63.14	68.17	64.83	73.81		73.81
2.	Assam	79.23	79.15	93.51	96.07	97.22	78.18		78.18
3.	Arunchal Pradesh	65.23	70.96	56.96	61.76	73.53	79.83		79.83
4.	Bihar	78.14	85.90	70.38	77.70	78.89	83.91		83.91
5.	Goa	37.80	42.00	42.47	47.25	63.19	73.33		73.33
6.	Gujarat	65.34	72.96	55.18	61.09	69.35	78.29		78.29
7.	Haryana	36.24	52.20	23.50	40.52	NA	NA		NA
8.	Himachal Pradesh	21.45	39.35	28.98	29.29	39.37	49.28		49.28
9.	Jammu & Kashmir	59.99	63.64	51.77	45.91	NA	NA		NA
10.	Karnataka	67.85	78.29	67.83	75.12	48.14	48.09		48.09
11.	Kerala	16.17	15.66	00.00	00.00	32.04	34.64		34.64
12.	Madhya Pradesh	48.97	67.46	51.91	66.83	66.46	80.39		80.39
13.	Maharashtra	59.09	73.35	54.89	68.02	70.41	80.18		80.18
14.	Manipur	72.91	77.89	89.44	91.52	85.69	84.89		84.89
15.	Meghalaya	69.36	69.45	75.63	63.38	76.86	76.62		76.62
16.	Mizoram	40.26	40.82	NA	NA	61.61	64.13		64.13
17.	Nagaland	65.29	56.82	NA	NA	75.09	76.59		76.59
18.	Orissa	60.06	69.65	69.53	77.27	75.39	83.36		83.36
19.	Punjab	62.26	69.27	69.08	76.57	NA	NA		NA
20.	Rajasthan	59.86	71.20	63.50	77.96	69.35	84.89		84.89
21.	Sikkim	72.57	73.57	66.97	67.02	NA	NA		NA
22.	Tamil Nadu	47.63	58.72	32.53	45.88	34.68	41.68		41.68
23.	Tripura	66.74	65.50	61.10	63.60	67.61	73.80		73.80
24.	Uttar Pradesh	50.63	66.70	44.88	58.90	00.00	5.62		5.62
25.	West Bengal	70.63	74.46	74.36	78.41	70.84	65.64		65.64
	<i>Union Territories</i>								
26.	A & N Islands	29.86	41.66	NA	NA	50.10	39.17		39.17
27.	Chandigarh	22.64	23.42	00.00	00.00	NA	NA		NA
28.	D & N Haveli	77.50	81.73	28.12	47.94	73.60	81.65		81.65
29.	Daman & Diu	NA	NA	32.68	55.68	NA	NA		NA
30.	Delhi	20.09	35.63	42.47	47.25	NA	16.25		16.25
31.	Lakshadweep	38.32	40.81	NA	NA	1.3	NA		NA
32.	Pondicherry	8.56	33.64	13.80	27.89	NA	NA		NA
	INDIA	60.70	70.04	56.43	64.24	71.57	78.43		78.43

Source: Selected Educational Statistics, 1986-89, Ministry of Human Resource Development, New Delhi

APPENDIX TABLE 12

Percentage Enrolment of Girls in Selected Classes to the Total Enrolment of Girls in Classes I-XII 1986-87

S No	States/Union territories	Class I			Class II			Class V			Class VIII			Class X			Class XII		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
States																			
1	Andhra Pradesh	100	59.54	78.90	63.16	28.59	58.81	34.36	9.07	40.31	15.04	6.88	33.28	11.92	1.31	13.71	3.64		
2	Arunachal Pradesh	100	56.89	67.16	57.67	26.57	44.28	27.92	11.83	31.46	13.32	5.65	33.53	13.62	1.66	18.24	2.92		
3	Assam	100	53.24	78.52	55.01	30.30	84.55	34.10	15.69	72.69	19.67	10.41	56.23	7.62	1.60	39.21	4.23		
4	Bihar	100	55.64	66.23	56.97	28.29	44.39	30.33	9.22	44.55	13.65	4.97	32.16	8.36	0.22	4.77	0.79		
5	Goa	100	89.90	73.93	85.67	89.80	88.13	89.36	75.21	74.63	75.06	37.09	43.45	38.77	10.77	39.11	18.27		
6	Gujarat	100	66.12	81.31	70.21	37.27	67.07	45.29	14.29	49.69	23.82	8.50	33.49	15.17	1.73	17.23	5.90		
7	Haryana	100	92.27	81.96	90.20	57.52	65.33	59.09	25.59	72.96	35.09	10.16	47.57	17.16	0.29	10.24	2.28		
8	Himachal Pradesh	100	81.76	82.38	81.88	73.52	77.68	64.59	46.29	101.73	50.48	18.75	72.35	22.92	0.02	0.35	0.04		
9	Jammu & Kashmir	100	77.57	73.41	76.63	55.91	67.04	58.42	63.43	63.73	40.26	11.91	45.35	19.44	1.33	25.22	6.71		
10	Karnataka	100	70.77	86.44	75.14	32.06	65.70	41.45	12.41	52.71	23.65	7.98	37.29	16.16	1.60	12.68	4.69		
11	Kerala	100	106.71	98.64	105.67	94.67	109.57	96.59	76.46	109.29	80.68	48.23	75.93	51.79	1.60	1.47	1.58		
12	Madhya Pradesh	100	88.18	93.02	89.43	44.26	71.91	51.39	13.09	48.79	22.30	3.15	27.97	9.55	0.00	0.39	0.10		
13	Maharashtra	100	72.58	87.58	77.53	40.55	65.43	48.77	16.68	45.90	26.33	8.85	30.50	16.00	1.69	11.22	4.84		
14	Manipur	100	73.76	89.35	76.81	45.61	86.42	53.59	23.88	91.74	37.15	23.28	98.79	74.38	0.00	2.30	0.44		
15	Meghalaya	100	36.45	63.51	33.79	19.11	53.45	22.08	12.31	49.58	15.54	6.65	48.74	10.29	4.20	27.15	6.02		
16	Mizoram	100	47.57	46.11	47.18	30.99	47.28	35.32	12.19	31.61	17.35	13.77	19.17	15.21	0.00	0.00	0.00		
17	Nagaland	100	61.39	78.28	63.34	27.73	57.97	31.22	14.20	33.90	16.47	5.68	34.88	20.19	0.00	0.00	0.00		
18	Orissa	100	75.62	99.39	78.05	39.62	74.23	43.09	17.04	64.54	21.79	11.95	47.21	15.47	0.04	0.75	0.10		
19	Punjab	100	104.20	95.07	102.44	61.35	71.75	63.36	35.04	79.53	43.63	21.29	60.66	28.89	0.02	0.29	0.007		
20	Rajasthan	100	39.75	58.89	44.79	14.63	38.36	20.87	5.87	28.02	11.70	1.97	18.23	18.24	0.00	0.31	0.08		
21	Sikkim	100	57.08	74.39	57.95	32.77	17.73	34.67	20.41	60.77	22.44	5.07	33.53	6.50	0.48	18.29	1.37		
22	Tamil Nadu	100	87.39	90.70	88.27	58.16	78.30	63.51	24.50	62.38	34.56	10.28	31.13	18.47	2.53	25.14	8.53		
23	Tripura	100	52.81	96.71	55.05	34.84	98.80	38.10	17.67	105.45	22.15	8.13	86.10	12.11	1.26	42.64	3.53		
24	Uttar Pradesh	100	92.33	81.51	89.82	51.48	56.37	52.62	22.71	61.28	31.65	9.05	45.93	17.60	3.77	30.29	9.92		
25	West Bengal	100	52.64	70.94	55.97	29.03	62.26	35.09	13.99	41.73	19.04	6.76	26.77	10.40	1.66	12.41	3.62		
Union Territories																			
26	A & N Islands	100	92.25	104.24	95.29	79.00	83.35	80.10	35.90	57.90	51.47	24.35	38.85	30.55	11.44	34.60	17.30		
27	Chandigarh	100	61.35	88.43	84.52	51.54	77.08	73.39	26.12	73.51	66.67	5.55	49.07	42.78	0.00	3.90	3.34		
28	D & N Haveli	100	84.10	85.88	84.29	36.88	91.76	42.74	13.93	92.94	22.38	10.84	42.35	14.20	1.12	32.94			
29	Daman & Diu	100	92.60	102.02	95.62	90.81	121.46	100.65	37.83	109.34	60.78	9.30	33.38	23.17	NA	0.00	8.50		
30	Delhi	100	82.99	94.48	92.82	48.02	65.52	61.29	36.10	63.84	59.85	27.23	42.92	40.66	10.51	31.79	28.73		
31	Lakshadweep	100	87.73	79.04	82.14	76.34	60.14	68.95	48.09	30.98	40.27	23.66	17.08	20.66	3.44	9.11	6.02		
32	Pondicherry	100	94.73	96.72	97.02	77.04	81.63	79.38	46.91	62.04	54.62	23.18	32.19	27.77	7.63	14.07	10.91		
INDIA		100	70.19	82.55	72.94	39.56	64.24	45.06	17.77	51.82	25.35	9.33	35.85	15.24	1.44	14.04	4.24		

Source: Fifth All India Education Survey NCERT, (Unpublished Data)

APPENDIX TABLE 13
PERCENTAGE OF FEMALE TEACHERS 1986-87

Sl. No.	States & Union Territories	Primary School			Middle School			Secondary			Higher Secondary		
		Rural		Total	Rural		Total	Rural		Total	Rural		Total
		3	4	5	6	7	8	9	10	11	12	13	14
1.	2												
	States												
1.	Andhra Pradesh	22.96	54.34	28.04	21.80	54.90	32.58	14.60	51.43	30.52	17.84	34.30	27.63
2.	Assam	12.31	65.00	17.34	16.02	37.96	17.88	16.24	42.86	17.58	13.32	14.01	20.12
3.	Bihar	22.06	56.66	25.59	16.28	41.97	19.14	16.48	37.94	20.41	15.08	22.66	21.90
4.	Goa	15.18	46.41	17.46	12.20	45.42	18.33	4.92	30.30	11.28	9.55	24.70	39.47
5.	Gujarat	54.51	81.86	58.99	51.09	66.18	53.83	54.06	61.23	56.07	39.18	39.59	24.02
6.	Haryana	26.21	68.06	39.03	33.80	66.49	43.78	12.91	31.73	19.11	13.54	28.31	40.53
7.	Himachal Pradesh	34.25	74.77	41.25	36.22	78.79	40.49	29.20	65.46	38.10	25.77	47.33	31.72
8.	Jammu & Kashmir	32.61	88.83	35.59	16.94	69.11	19.85	18.74	71.58	28.90	25.22	40.28	28.25
9.	Karnataka	31.61	74.82	30.07	24.70	57.02	34.26	18.06	66.52	35.38	10.96	37.62	21.36
10.	Kerala	16.24	61.73	26.12	22.48	64.52	39.70	11.90	44.75	27.58	12.35	26.69	21.36
11.	Madhya Pradesh	60.82	71.87	62.12	58.36	64.60	58.93	57.72	63.65	58.70	49.49	70.91	56.49
12.	Maharashtra	91.81	56.34	21.62	8.95	50.69	24.74	7.60	48.66	21.47	8.51	34.53	26.37
13.	Manipur	24.14	63.14	38.22	27.16	62.20	37.29	16.52	43.81	31.40	11.79	35.08	24.26
14.	Meghalaya	17.47	36.17	21.43	18.08	37.74	21.95	19.55	28.08	27.68	8.70	32.83	31.27
15.	Mizoram	35.96	18.10	39.96	31.34	64.81	37.02	29.98	32.22	43.03	0.00	0.00	0.00
16.	Nagaland	36.15	62.99	44.11	14.08	39.57	21.16	8.44	43.99	17.27	0.00	0.00	0.00
17.	Orissa	25.01	80.00	29.90	16.15	49.68	21.56	22.70	43.99	30.40	0.00	0.00	0.00
18.	Punjab	11.92	50.29	15.67	8.38	44.87	12.09	10.78	42.13	18.29	22.31	52.33	46.48
19.	Rajasthan	47.66	84.09	54.03	33.36	72.62	42.87	33.93	61.74	32.04	30.63	15.09	45.22
20.	Sikkim	14.36	45.61	23.42	13.68	42.43	22.87	7.82	53.58	19.22	4.56	26.57	19.85
21.	Tamil Nadu	29.44	83.33	29.60	31.56	69.13	49.45	35.25	81.56	41.82	38.52	48.00	42.13
22.	Tripura	30.42	66.90	39.31	36.38	69.13	49.45	26.84	85.19	36.50	27.48	43.65	38.13
23.	Uttar Pradesh	17.56	76.81	21.86	19.47	55.21	22.56	20.42	57.43	25.02	23.89	83.16	30.66
24.	West Bengal	15.48	45.65	21.27	11.42	40.36	19.44	5.40	33.24	14.52	2.72	27.82	15.57
25.	Union Territories	14.41	41.09	20.44	18.65	32.89	21.50	16.18	40.19	25.73	9.36	31.77	21.93
26.	A & N Islands	29.86	63.64	32.85	37.26	82.14	45.94	42.37	80.18	50.38	28.58	23.01	26.05
27.	Chandigarh	84.06	92.46	90.19	83.33	88.81	88.32	78.81	82.47	82.23	80.56	72.92	73.33
28.	D & N Haveli	37.50	71.43	38.86	46.40	64.04	51.03	20.51	00.00	20.91	29.73	24.00	26.44
29.	Daman & Diu	35.61	70.59	45.36	26.45	10.27	36.71	26.92	42.68	36.40	00.00	10.81	10.81
30.	Delhi	49.24	58.13	56.67	16.12	63.57	60.57	32.77	54.86	52.53	28.05	60.66	58.23
31.	Lakshadweep	29.41	30.30	29.73	54.55	44.29	40.25	19.55	28.53	22.26	00.00	10.53	6.43
32.	Pondicherry	28.53	59.39	41.93	18.93	54.82	38.86	23.09	52.02	40.16	15.71	35.84	30.53
	INDIA	20.84	55.62	28.20	23.40	56.62	32.80	22.42	47.62	31.27	12.92	30.89	27.79

Source : Fifth All India Educational Survey NCERT, (Unpublished Data)

APPENDIX TABLE 14
STATEWISE NUMBER OF VILLAGES, HABITATIONS, URBAN AREAS AND ESTIMATED POPULATION 1986-87

Sl No.	State & Union Territories	No of Districts	No. Blocks/ Taluqs/ Tehsils	No. Inhabited Villages as on 30 9 86	No. of Habitations	No of Urban Areas	Population 1981 Census (ooo)	Total	Estimated Population as on 30 9 86 Rural	States
1	2	3	4	5	6	7	8	9	10	11
States										
1	Andhra Pradesh	23	1104	26810	54784	255	53550	58374271	46245349	AP
2	Arunachal Pradesh	10	48	3196	3237	6	632	742887	683930	ARN
3	Assam	17	135	21883	31803	78	N.A.	21696638	19652915	ASM
4	Bihar	39	589	67504	102137	222	69915	79167820	69203009	BHR
5	Goa	2	10	401	2465	9	1008	1134457	877999	GOA
6	Gujarat	19	184	18094	24390	203	34086	39589150	27007998	GUJ
7	Haryana	12	99	6664	7377	81	12922	15084006	11664649	HAR
8	Himachal Pradesh	12	69	16722	30678	56	4281	4911807	4526668	HIM
9	Jammu & Kashmir	14	119	6419	14628	68	5987	6804037	5403741	J & K
10	Karnataka	21	181	26934	41980	203	37136	42314396	30012752	KAR
11	Kerala	14	151	1397	6181	48	25454	27927503	24175336	KER
12	Madhya Pradesh	45	459	70884	106291	349	52179	58880319	46145599	MP
13	Maharashtra	30	300	39503	63728	307	62784	82104774	45497113	MAH
14	Manipur	8	26	2031	2614	32	1421	1642620	1199322	MNP
15	Meghalaya	5	30	5159	5337	12	1336	1761075	1480210	MIZ
16	Mizoram	3	20	571	616	6	794	598222	429372	MIZ
17	Nagaland	7	25	997	997	8	775	972044	766408	NAG
18	Orissa	13	314	46327	69530	100	26370	29324555	25936636	OKS
19	Punjab	12	118	12294	13492	113	16789	18974212	13735536	PB
20	Rajasthan	27	236	35868	51764	224	34262	39831541	31434905	RAJ
21	Sikkim	4	447	405	1206	8	316	374271	311555	SQM
22	Tamil Nadu	20	385	16448	47392	434	48408	53048737	35634230	TN
23	Tripura	3	17	860	6300	10	2053	2542544	2277661	TRI
24	Uttar Pradesh	57	895	112125	228690	661	110862	124933717	102437373	UP
25	West Bengal	17	341	37910	59633	369	54580	61658958	45394285	WB
Union Territories										
26	A & N Islands	2	5	467	565	1	189	252186	184386	ANI
27	Chandigarh	1	1	19	23	2	452	602156	47452	CHD
28	Dadra & Nagar Haveli	1	1	68	434	1	104	119152	111268	DNH
29	Daman & Diu	2	2	26	64	2	79	89943	56017	D&D
30	Delhi	1	5	198	200	1	6220	7869976	630532	DEL
31	Lakshadweep	1	0	7	7	3	40	49310	23832	LKD
32	Pondicherry	4	12	291	322	6	604	697982	332381	PND
ALL - INDIA		446	6328	578682	979065	3878	665288	784069266	593520419	A - I

APPENDIX TABLE 15
STATEWISE PERCENTAGE OF RURAL POPULATION WITH AND WITHOUT PRIMARY SCHOOLS/SECTIONS 1986-87
Percentage of Population served by primary schools/sections at a distance of

Sl. No	States & Union Territories	Within the Habitation	Up to 0.5 Km. but not within Habitation	0.6 to 1.0 Km	Up to 1.0 Km	1.1 to 1.5 Km	1.6 to 2.0 Km	Up to 2.0 Km.	More than 2 Km	Total	States
1	2	3	4	5	6	7	8	9	10	11	12
States											
1.	Andhra Pradesh	92.72	5.97	0.48	99.17	0.45	0.13	99.75	0.25	100.00	AP
2.	Arunachal Pradesh	65.85	2.47	5.03	73.35	0.93	3.42	77.70	22.30	100.00	ARN
3.	Assam	81.75	5.40	6.43	93.58	3.59	1.89	99.06	0.94	100.00	ASM
4.	Bihar	78.53	8.99	8.34	95.86	1.65	1.70	99.21	0.79	100.00	BHR
5.	Goa	57.72	20.23	12.65	90.60	3.41	4.07	98.08	1.92	100.00	GOA
6.	Gujarat	97.83	0.86	0.76	99.45	0.15	0.20	99.80	0.20	100.00	GUT
7.	Haryana	96.68	1.62	1.07	99.37	0.15	0.35	99.87	0.13	100.00	HAR
8.	Himachal Pradesh	46.51	11.39	18.74	76.64	4.73	10.83	92.20	7.80	100.00	HIM
9.	Jammu & Kashmir	5.42	7.05	7.05	90.70	2.39	3.82	96.91	3.09	100.00	J&K
10.	Karnataka	92.50	2.03	2.71	97.24	0.93	1.10	99.27	0.73	100.00	KAR
11.	Kerala	87.67	2.59	4.13	94.39	1.51	2.06	97.96	2.04	100.00	KER
12.	Madhya Pradesh	81.51	5.26	6.15	92.92	1.37	3.06	97.35	2.65	100.00	MP
13.	Maharashtra	92.42	3.28	2.25	97.95	0.51	0.88	99.34	0.66	100.00	MAH
14.	Manipur	39.97	3.47	3.95	97.39	0.33	0.49	98.21	1.79	100.00	MNP
15.	Meghalaya	80.87	2.88	5.47	89.22	1.43	3.32	93.97	6.03	100.00	MEG
16.	Mizoram	98.05	0.23	0.00	98.28	0.00	0.12	98.40	1.60	100.00	MTZ
17.	Nagaland	98.85	0.42	0.18	99.45	0.06	0.37	99.88	0.12	100.00	NAG
18.	Orissa	77.08	8.82	6.93	92.83	1.87	2.60	97.30	2.70	100.00	ORS
19.	Punjab	96.80	2.09	0.71	99.60	0.14	0.18	99.92	0.08	100.00	PB
20.	Rajasthan	86.84	1.49	4.57	92.90	0.88	2.90	96.68	3.32	100.00	RAJ
21.	Sikkim	72.13	3.80	7.17	83.10	2.26	7.19	92.55	7.45	100.00	SKM
22.	Tamil Nadu	83.92	5.80	6.30	96.02	1.22	1.80	99.04	0.96	100.00	TN
23.	Tripura	57.04	12.85	14.22	84.11	5.50	5.65	95.26	4.74	100.00	TRE
24.	Uttar Pradesh	55.69	14.05	18.82	88.56	4.45	5.00	98.01	1.99	100.00	UP
25.	West Bengal	79.71	11.47	6.20	97.38	1.07	1.03	99.48	0.52	100.00	WB
Union Territories											
26.	A & N Islands	68.41	4.35	10.26	83.02	4.27	3.78	91.07	8.93	100.00	ANI
27.	Chandigarh	96.92	2.75	0.00	99.67	0.00	0.33	100.00	0.00	100.00	CHD
28.	Dadra & Nagar Haveli	50.74	14.10	20.35	85.19	3.68	8.95	97.82	2.18	100.00	DNH
29.	Daman & Diu	77.13	3.75	13.90	94.78	2.59	2.63	100.00	0.00	100.00	D&D
30.	Delhi	98.06	1.32	0.62	100.00	0.00	0.00	100.00	0.00	100.00	DLH
31.	Lakshadweep	100.00	0.00	0.00	100.00	0.00	0.00	100.00	0.00	100.00	LKD
32.	Pondicherry	88.54	6.92	3.56	99.02	0.58	0.26	99.86	0.14	100.00	PND
All - India											
	All - India	80.34	7.04	7.22	94.60	1.75	2.22	98.57	1.43	100.00	A-I

Source : Fifth All India Educational Survey, A Concise Report NCERT, New Delhi, 1990.

APPENDIX TABLE 16
STATEWISE PERCENTAGE OF RURAL POPULATION WITH AND WITHOUT UPPER PRIMARY SCHOOLS/SECTIONS 1986-87

Percentage of Population served by Upper primary schools/sections at a distance of														
Sl. No.	States & Union Territories	Within the Habitation	up to 10 Km	1.1 to 2.0 Km	2.1 to 3.0 Km	up to 3.0 Km	3.1 to 4.0 Km	4.1 to 5.0 Km	up to 5.0 Km	more than 5.0 Km	Total	States		
1	2	3	4	5	6	7	8	9	10	11	12	13		
States														
1.	Andhra Pradesh	42.44	49.35	3.57	1.92	97.28	0.94	0.70	98.92	1.08	100.00	AP		
2.	Assam	26.48	5.56	4.53	5.62	42.19	4.01	3.21	49.41	50.59	100.00	ARN		
3.	Assam	24.19	17.75	23.08	18.27	83.29	9.05	4.17	96.51	3.49	100.00	ASN		
4.	Bihar	25.86	22.09	24.74	15.61	88.30	5.69	3.10	97.09	2.91	100.00	BHR		
5.	Goa	22.24	36.02	22.23	11.30	91.79	4.12	1.92	97.83	2.17	100.00	GOA		
6.	Gujarat	74.90	6.40	8.11	5.02	94.43	2.10	1.22	97.75	2.25	100.00	GJ		
7.	Haryana	61.84	9.24	13.56	8.48	93.12	3.88	1.64	98.64	1.36	100.00	HAR		
8.	Himachal Pradesh	17.73	18.71	23.24	16.36	76.04	9.07	5.94	91.05	8.95	100.00	HIM		
9.	Jammu & Kashmir	34.37	19.25	20.06	12.31	85.99	5.68	3.16	94.83	5.17	100.00	J & K		
10.	Karnataka	57.01	8.61	14.26	9.90	89.78	4.55	2.60	96.93	3.07	100.00	KAR		
11.	Kerala	69.17	8.86	12.42	5.77	96.22	1.52	0.72	98.46	1.54	100.00	KER		
12.	Madhya Pradesh	27.76	9.11	15.55	17.16	69.58	9.96	8.18	87.72	12.28	100.00	MP		
13.	Maharashtra	58.83	9.74	10.85	9.04	88.46	4.48	3.36	96.30	3.70	100.00	MAH		
14.	Manipur	38.48	20.97	14.49	6.25	80.19	3.18	2.11	85.48	14.52	100.00	MNP		
15.	Meghalaya	26.85	12.66	12.86	12.62	64.99	7.40	6.99	79.38	20.62	100.00	MEG		
16.	Mizoram	80.37	1.03	0.52	0.93	82.85	0.14	0.21	83.20	6.80	100.00	MIZ		
17.	Nagaland	43.25	6.15	7.52	9.49	66.41	3.77	4.01	74.19	25.81	100.00	NAG		
18.	Orissa	30.45	22.33	18.92	11.65	83.35	5.78	3.72	92.85	7.15	100.00	ORS		
19.	Punjab	46.93	12.50	21.07	11.99	92.49	4.68	1.85	99.02	0.98	100.00	PB		
20.	Rajasthan	46.30	6.19	11.96	12.55	77.00	7.20	5.35	89.55	10.45	100.00	RAJ		
21.	Sikkim	27.91	9.11	19.99	19.99	76.20	9.97	6.11	92.28	7.72	100.00	SKM		
22.	Tamil Nadu	34.36	14.02	19.94	15.75	84.07	7.48	4.29	95.84	4.16	100.00	TN		
23.	Tripura	25.78	26.19	22.84	11.50	86.31	5.24	2.64	94.19	5.81	100.00	TRI		
24.	Uttar Pradesh	20.41	18.82	23.89	18.76	81.88	8.68	5.11	95.67	4.33	100.00	UP		
25.	West Bengal	18.47	23.51	25.33	15.48	82.79	7.45	4.91	95.15	4.85	100.00	WB		
Union Territories														
26.	A & N Islands	39.46	10.75	15.87	7.49	73.57	5.06	3.96	82.59	17.41	100.00	ANI		
27.	Chandigarh	56.80	32.95	7.34	2.91	100.00	0.00	0.00	100.00	0.00	100.00	CHD		
28.	Dadra & Nagar Haveli	9.14	18.20	24.55	13.44	65.33	12.48	9.08	86.89	13.11	100.00	DNH		
29.	Daman & Diu	60.89	20.31	13.29	4.95	99.44	0.56	0.00	100.00	0.00	100.00	D&D		
30.	Delhi	58.69	21.15	13.93	4.83	98.60	0.66	0.29	99.55	0.45	100.00	DLH		
31.	Lakshadweep	99.16	0.00	0.00	0.00	99.16	0.00	0.84	100.00	0.00	100.00	LKD		
32.	Pondicherry	49.83	21.93	17.16	7.56	96.48	2.72	0.52	99.72	0.28	100.00	PND		
All India		36.96	17.83	17.64	12.94	85.39	6.07	3.82	95.28	4.72	100.00	A-I		

APPENDIX TABLE 17
EDUCATIONAL FACILITIES IN RURAL AREAS 1986-87

Sl.No. States & Union Territories	Percentage of Villages Having					Percentage of Habitation with			
	Balwadi Anganwadi	NFE Centre	Adult Education Centre	Independent Pre-primary School	Pre-Primary Stage attached to a school	Primary School	Middle School		
1.	2.	3	4	5	6	7	8	9	
States									
1. Andhra Pradesh	11.6	41.27	8.96	0.43	0.86	71.50	15.12		
2. Arunachal Pradesh	9.98	0.97	28.00	1.06	5.35	35.03	7.20		
3. Assam	7.60	28.20	5.22	0.78	0.94	70.09	17.16		
4. Bihar	5.7	28.20	21.45	0.01	0.67	63.22	10.26		
5. Goa	73.56	NA	7.80	10.47	24.94	40.16	12.05		
6. Gujarat	50.08	0.00	6.63	0.45	0.38	91.80	47.53		
7. Haryana	28.4	2.81	5.77	0.12	0.18	85.40	30.80		
8. Himachal Pradesh	10.4	24.19	7.87	0.34	0.14	20.56	5.44		
9. Jammu & Kashmir	21.72	0.08	4.73	0.34	0.67	1.21	0.30		
10. Karnataka	33.08	21.08	24.34	4.48	4.71	71.54	24.07		
11. Kerala	56.62	1.43	4.27	10.38	5.44	81.77	44.48		
12. Madhya Pradesh	9.82	16.29	7.36	0.26	0.20	53.40	9.14		
13. Maharashtra	29.91	3.00	34.27	2.12	5.57	82.29	18.94		
14. Manipur	5.07	7.58	25.10	12.37	8.57	62.77	11.24		
15. Meghalaya	8.0	10.86	41.51	0.00	7.70	93.99	56.60		
16. Mizoram	44.65	0.70	33.30	9.42	63.29	95.01	25.06		
17. Nagaland	13.94	12.81	2.00	0.23	0.18	NA	22.14		
18. Orissa	8.64	3.82	0.71	0.24	1.81	88.25	8.01		
19. Punjab	12.79	19.68	4.75	0.07	0.35	56.62	14.93		
20. Rajasthan	9.92	6.92	31.11	1.73	30.12	54.06	37.10		
21. Sikkim	36.30	0.99	5.03	2.16	0.48	78.72	11.29		
22. Tamil Nadu	80.00	0.00	27.32	0.34	0.23	37.90	NA		
23. Tripura	78.60	0.00	2.49	0.08	0.08	NA	8.24		
24. Uttar Pradesh	4.98	18.82	3.40	0.15	0.54	591.45	NA		
25. West Bengal	16.50	22.02	12.63	0.53	6.64	NA	47.82		
Union Territories									
26. A & N Islands	35.76	9.42	0.0	1.07	78.95	86.95	6.92		
27. Chandigarh	94.74	15.79	48.53	5.26	0.00	34.18	NA		
28. D & N Haveli	0.00	0.00	15.38	0.00	19.23	NA	NA		
29. Daman & Diu	88.46	NA	6.56	0.00	39.39	NA	24.75		
30. Delhi	73.23	2.53	71.42	42.86	14.29	100.00	24.75		
31. Lakshadweep	100.00	0.00	48.83	1.37	13.06	68.44	NA		
32. Pondicherry	74.92	0.00	48.83	1.37	13.06	68.44	NA		
INDIA									
	15.11	16.19	5.12	0.92	1.57	51.36	13.25		

Source : Based on Fifth All India Educational Survey, NCERT, (Unpublished Data)

APPENDIX TABLE 18
PHYSICAL FACILITIES IN RURAL PRIMARY SCHOOLS 1986-87

Sl.No	States & Union Territories	Percentage of Primary Schools in Rural Areas Having						
		Pucca Building	One Room only	Drinking Water Facilities	Separate Urinal for Girls	Separate Lavatory for Girls	Usable Black Boards	Adequate Mats or Furniture
1	2	3	4	5	6	7	8	9
States								
1	Andhra Pradesh	67.24	64.15	40.72	0.99	0.60	45.77	15.51
2	Assam	13.52	16.42	48.49	8.15	1.93	53.36	57.58
3	Bihar	7.16	73.33	13.62	0.00	0.00	38.26	32.20
4	Goa	32.56	34.99	47.41	0.31	0.06	30.45	8.26
5	Gujarat	84.88	0.00	60.81	3.64	1.98	62.48	71.18
6	Haryana	87.59	65.20	52.17	6.31	0.63	68.35	23.58
7	Himachal Pradesh	85.63	13.62	69.99	16.38	4.96	63.30	70.16
8	Jammu & Kashmir	23.84	23.49	49.65	5.10	3.72	63.29	59.37
9	Karnataka	28.47	43.97	27.61	0.88	0.17	57.55	55.70
10	Kerala	84.83	75.66	44.93	0.46	0.38	50.76	51.35
11	Madhya Pradesh	68.70	0.00	79.04	27.68	6.37	91.52	80.84
12	Maharashtra	51.87	29.02	28.41	1.97	0.44	48.89	38.56
13	Manipur	64.32	58.43	39.71	4.29	1.40	71.11	26.98
14	Mizoram	1.71	10.97	23.03	4.00	0.87	57.24	49.50
15	Nagaland	6.80	69.45	10.93	1.81	0.33	56.43	15.98
16	Orissa	0.00	17.01	32.44	12.39	4.13	91.65	68.66
17	Punjab	6.54	0.09	24.74	11.39	0.93	88.95	30.79
18	Rajasthan	47.49	31.73	24.22	1.64	0.28	52.03	4.42
19	Sikkim	84.91	14.87	89.77	15.86	3.89	65.46	33.98
20	Tamil Nadu	77.22	19.79	49.31	2.33	0.70	55.19	51.65
21	Tripura	78.18	6.22	40.98	0.72	1.07	92.07	72.11
22	Uttar Pradesh	79.32	40.41	85.13	8.10	4.48	74.89	36.89
23	West Bengal	2.51	25.00	36.49	3.42	1.28	6.58	1.50
24	Andhra Pradesh	72.39	10.03	47.45	1.31	0.75	40.21	36.75
25	West Bengal	21.42	29.78	56.71	2.43	0.50	53.83	25.26
Union Territories								
26	A & N Islands	56.39	17.44	57.55	29.05	22.67	75.80	57.97
27	Chandigarh	77.78	11.00	100.00	0.00	0.00	80.56	100.00
28	D & N Haveli	61.16	80.16	100.00	13.22	10.74	64.77	22.94
29	Daman & Diu	100.00	0.00	70.83	8.33	12.50	92.14	86.42
30	Delhi	63.75	0.30	75.22	33.23	31.41	95.51	99.30
31	Lakshadweep	100.00	0.00	30.76	23.07	15.38	100.00	100.00
32	Pondichery	60.09	25.69	72.47	24.77	20.64	84.39	47.37
INDIA		54.49	37.24	44.49	3.01	1.03	54.41	34.80

Source: Fifth All India educational Survey, NCERT, New Delhi, 1990.

APPENDIX TABLE 19
INCENTIVE SCHEMES IN RURAL PRIMARY SCHOOLS 1986-87

Sl.No	States & Union Territories	Mid-day Meals		Free Uniforms		Free Textbooks	
		% of Schools Covered	% of Students Covered	% of Schools Covered	% of Students Covered	% of Schools Covered	% of Students Covered
1	2	3	4	5	6	7	8
States							
1	Andhra Pradesh	5.72	3.36	75.25	25.85	87.81	25.66
2	Assam	88.34	50.70	92.86	46.06	97.37	48.47
3	Arunachal Pradesh	4.88	1.99	5.82	0.82	100.00	98.00
4	Bihar	0.14	0.10	22.22	0.92	0.01	3.98
5	Goa	25.07	8.81	93.25	7.79	81.27	17.53
6	Gujarat	91.42	29.15	64.00	6.54	81.55	16.46
7	Haryana	40.28	13.61	82.89	4.07	78.65	8.34
8	Himachal Pradesh	25.56	17.79	25.98	0.83	34.55	3.87
9	Jammu & Kashmir	1.18	0.06	48.11	2.79	38.29	2.66
10	Karnataka	32.20	7.99	94.21	38.00	95.65	34.25
11	Kerala	86.04	32.55	30.59	1.17	4.57	0.49
12	Madhya Pradesh	19.47	15.70	67.14	13.68	92.20	21.95
13	Maharashtra	20.60	3.29	34.37	2.59	57.53	7.74
14	Manipur	0.00	0.00	0.00	0.00	1.41	0.24
15	Meghalaya	4.82	2.83	1.71	0.37	11.37	5.36
16	Mizoram	0.00	0.00	12.54	1.42	7.96	0.77
17	Nagaland	0.00	1.52	0.00	0.07	44.21	39.19
18	Orissa	38.20	23.75	2.49	2.14	66.07	13.76
19	Punjab	15.45	6.90	0.13	0.00	5.09	1.77
20	Rajasthan	23.06	6.26	63.95	0.45	26.84	2.83
21	Sikkim	77.99	46.14	0.00	0.00	84.40	48.17
22	Tamil Nadu	99.96	47.55	99.95	47.55	99.96	47.55
23	Tripura	92.89	56.07	76.26	3.05	96.47	26.96
24	Uttar Pradesh	5.26	3.72	4.74	0.51	15.82	1.40
25	West Bengal	74.76	41.84	86.30	15.81	100.00	76.01
Union Territories							
26	A & N Islands	98.87	34.50	84.18	4.69	90.96	21.17
27	Chandigarh	79.85	14.73	79.55	5.01	100.00	5.10
28	D & N Haveli	95.16	53.23	94.25	48.10	95.97	49.09
29	Daman & Diu	50.00	17.87	96.87	11.10	93.75	9.99
30	Delhi	31.88	31.55	63.00	19.80	81.77	68.68
31	Lakshadweep	100.00	59.94	0.00	0.00	100.00	60.23
32	Pondicherry	79.94	38.45	85.25	29.89	52.51	23.48
INDIA		27.92	15.91	46.83	12.18	59.62	22.66

Source Based on Fifth All India Educational Survey, NCERT, (Unpublished Data)

APPENDIX TABLE 20

DISTRICTWISE DATA ON PROVISION OF SCHOOLING FACILITIES 1986-87

S.No	Districts	Population served by a school				
		Within Habitation	Primary Up to 1 Km	Within Habitation	Upper Primary Up to 1 km	Up to 3 km
1	2	3	4	5	6	7
ANDHRA PRADESH						
1	Adilabad	89.34	99.03	33.01	92.23	97.95
2	Mehboobnagar	96.45	99.55	49.79	90.45	96.44
3	Medak	94.26	99.53	44.99	86.28	90.24
4	Kanmnagar	90.11	98.75	54.35	95.65	98.94
5	Nizamabad	94.70	99.40	55.57	96.64	99.25
6	Vizainagaram	95.23	99.75	39.33	95.62	99.49
7	Nalgonda	94.24	99.67	51.69	97.77	99.52
8	Srikakulam	92.03	98.92	24.92	90.85	93.05
9	Warrangal	92.37	99.29	50.83	96.03	99.23
10	Ananthapur	94.97	99.56	34.15	89.14	95.22
11	Kurnool	98.94	99.77	42.90	89.47	95.35
12	Khammam	86.53	98.55	41.67	92.20	98.28
13	Cuddapah	85.67	98.34	30.03	85.15	98.94
14	Prakasam	94.86	99.66	41.05	92.51	97.2
15	Vishakhapatnam	85.26	98.50	26.43	88.75	95.57
16	Rangareddy	94.71	99.24	47.16	91.59	97.15
17	Chittoor	76.70	98.04	17.58	63.88	69.38
18	Nelore	95.52	99.48	33.24	90.50	94.48
19	Guntur	96.76	98.27	53.45	80.54	84.48
20	East Godawan	93.28	98.77	45.48	94.36	98.54
21	West Godawan	97.75	99.79	46.34	93.52	98.55
22	Krishna	98.70	99.84	51.33	94.25	98.19
23	Hyderabad	-	-	-	-	-
ARUNACHAL PRADESH						
1	East Kameng	54.00	55.04	18.44	18.74	23.03
2	Upper Subansiri	47.03	49.47	22.50	23.55	27.32
3	Tirap	75.55	87.52	26.10	34.41	43.93
4	Lower Subansiri	47.58	52.13	22.40	26.10	33.80
5	West Kamang	70.26	70.88	31.60	31.97	39.52
6	West Siang	71.08	81.11	23.18	28.37	41.29
7	Dibang Valley	70.26	70.88	23.81	31.97	39.52
8	East Siang	90.78	95.24	33.03	38.32	55.04
9	Lohit	60.76	75.88	24.50	38.40	52.00
10	Twang	58.92	73.22	23.17	32.55	52.13
ASSAM						
1	Dhubri	69.70	85.20	25.51	41.94	79.23
2	Kokrajhar	78.00	91.50	15.80	43.06	81.05
3	Goalpara	75.55	88.62	23.98	29.00	84.01
4	Barpeta	87.00	93.68	29.61	37.95	91.77
5	Kamrup	89.03	98.09	30.42	49.46	91.99
6	Nalban	81.62	99.71	22.00	52.80	60.00
7	Darrang	80.64	92.14	14.74	48.00	80.58
8	Sonitpur	79.50	92.27	13.47	28.69	75.55
9	Lakhimpur	81.82	94.84	20.62	21.20	78.56
10	Dibrugarh	71.23	84.25	12.66	20.76	64.91
11	Sibsagar	73.52	96.94	17.78	32.95	80.31

1	2	3	4	5	6	7
12	Jorhat	86.20	94.10	32.10	52.93	34.18
13	Nagaow	86.20	94.10	29.04	46.01	92.61
14	Cachar	93.10	97.60	39.60	56.90	84.21
15	Karimhanj	86.05	95.15	26.90	50.39	85.06
16	Karbi Anglong	55.04	97.15	55.00	82.00	86.58
BIHAR						
1	Gopalgunj	76.09	87.87	20.38	50.65	92.28
2.	Poorvi					
	Champaran	83.12	96.92	24.53	44.90	93.58
3.	Pashchim					
	Champaran	79.87	94.38	17.55	33.44	93.58
4	Palamau	74.04	92.49	92.49	41.82	80.5
5	Saharsa	85.59	96.52	29.50	48.66	48.81
6	Purnia	72.44	93.96	18.64	32.85	78.75
7	Sitamarhi	91.92	99.37	34.39	34.39	94.26
8	Madhubani	68.02	98.60	30.51	53.92	95.49
9	Giridh	72.85	95.43	20.86	44.69	95.26
10	Santhal Pargana	—	—	—	—	—
11	Siwan	78.24	98.92	24.78	52.14	95.91
12	Hazaribagh	76.68	90.37	23.87	38.50	71.72
13	Katihar	71.92	95.20	20.73	38.34	83.48
14.	Saran	85.15	99.66	24.73	59.76	79.22
15	Darbhanga	87.50	28.40	28.40	37.20	92.28
16	Vaishali	87.98	99.94	34.94	73.01	97.34
17	Nawada	81.40	95.12	23.80	43.30	94.96
18.	Samastipur	80.40	98.86	26.94	59.44	96.70
19	Muzaffarpur	84.97	98.16	28.65	28.65	95.22
20	Aurangabad	73.60	97.12	26.40	46.29	96.13
21	Munger	86.15	97.80	31.83	56.51	90.16
22	Bhojpur	90.18	98.33	29.36	48.67	86.08
23	Begusarai	88.69	97.36	45.48	65.58	96.93
24.	Gaya	66.39	95.03	15.95	34.61	8.02
25.	Rohtas	84.51	95.93	29.44	46.85	89.28
26.	Rhagalpur	80.19	95.33	28.04	52.41	91.51
27	Nalanda	82.74	97.49	28.99	54.10	80.58
28	Ranchi	63.52	87.86	19.50	37.72	75.55
28	Singbhum	67.83	94.65	16.99	37.93	79.57
30.	Dhanbad	76.53	93.05	20.90	40.85	87.42
31.	Patna	88.65	98.93	30.80	56.76	95.88
32.	Gumla	46.99	84.63	12.13	26.63	47.99
33.	Lohardagga	57.81	92.25	20.60	34.48	77.72
34	Jahanabad	75.74	98.06	22.89	58.02	96.05
35	Madhopura	86.44	96.25	35.17	57.31	90.11
36.	Khagana	89.31	98.20	40.36	68.86	94.22
37.	Dumka	59.89	91.63	13.52	33.47	73.23
38	Deoghar	56.29	86.07	11.83	23.29	76.59
39.	Godda	73.00	93.83	19.41	34.84	89.93
40	Sahibganj	75.92	70.93	22.61	33.14	66.98
GOA						
1	North Goa	62.56	96.49	25.52	62.10	83.55
2	South Goa	50.13	96.06	17.09	52.23	88.09
GUJARAT						
1	Banaskantha	98.88	99.49	73.77	77.45	89.72
2	Panchmahal	99.39	99.38	53.08	65.08	95.33
3	The Dang	100.00	45.03	55.19	55.19	74.79
4	Sabar Kantha	94.95	97.75	62.21	71.71	87.7
5	Surendernagar	99.95	99.95	84.85	85.52	90.12

1	2	3	4	5	6	7
6	Kutch	98.33	99.10	92.28	91.40	97.63
7.	Bhavnagar	99.46	99.64	87.13	88.25	91.58
8	Rajkot	99.52	99.96	41.24	92.05	95.71
9	Jamnagar	99.63	99.71	87.43	88.61	93.15
10.	Amerli	99.88	99.97	85.57	86.57	94.04
11.	Bharuch	98.53	99.56	66.30	75.66	91.58
12	Kheda	98.94	99.83	81.38	89.30	99.38
13	Mahesana	99.21	99.83	85.75	89.10	96.74
14.	Vadodra	94.89	95.99	57.31	65.61	87.7
15	Surat	92.20	99.99	51.20	71.00	93.76
16	Valsad	95.54	99.23	62.70	74.70	88.73
17	Gandhinagar	99.91	99.98	94.17	95.84	99.33
18	Rajkot	99.92	99.96	41.24	92.05	97.86
19	Ahmedabad	98.93	99.49	82.50	83.95	92.63

HARYANA

1	Jaind	99.05	49.98	10.50	13.89	35.01
2	Bhiwani	98.0	99.80	67.80	74.00	91.4
3	Hissar	97.08	99.73	14.95	21.49	32.69
4.	Sirsa	99.54	99.85	66.51	13.45	90.03
5	Gurgaon	96.90	99.60	46.50	57.20	93.2
6	Mohinderagarh	98.07	99.87	53.06	89.03	96.49
7	Kurukshetra	95.23	98.47	52.60	78.60	79.6
8.	Faridabad	98.19	99.36	53.49	72.35	94.9
9.	Karnal	98.19	99.73	59.12	70.20	89.9
10	Sonapat	97.21	99.90	71.38	90.78	97.68
11.	Rohtak	98.09	99.97	79.42	94.77	98.1
12	Ambala	85.85	96.22	38.67	50.60	85.5

* Four new districts have been formed since

HIMACHAL PRADESH

1.	Chamba	36.77	64.50	7.76	21.39	54.35
2	Lahul & Spiti	37.29	70.43	31.77	46.20	69.46
3.	Kullu	83.01	94.16	9.26	24.43	58.92
4.	Sirmour	38.03	71.03	18.38	29.13	62.13
5.	Kinnaur	35.02	65.17	42.97	56.71	80.05
6	Mandi	39.59	66.74	10.72	28.47	69.37
7.	Solan	79.40	90.54	13.03	28.07	70.59
8.	Simla	51.59	70.11	13.96	27.30	65.29
9.	Bilaspur	40.06	79.09	15.22	38.26	84.05
10.	Kangra	85.09	4.03	21.88	44.56	89.01
11	Una	46.51	76.64	41.41	62.16	91.85
12	Hamirpur	54.58	86.97	15.56	44.87	91.94

JAMMU & KASHMIR

1.	Kargil	71.28	88.35	23.00	36.00	75.0
2	Kupwara	76.76	94.72	33.14	41.40	61.88
3	Doda	64.00	81.00	23.00	36.00	75.00
4	Badgam	90.14	97.77	40.67	66.87	93.76
5.	Pulwama	89.82	98.94	46.82	74.56	99.39
6.	Baramullah	89.20	97.72	27.39	58.25	92.17
7	Anantnag	91.26	98.47	46.82	74.66	97.07
8.	Poonch	68.18	79.22	14.11	25.42	75.80
9.	Leh	75.66	89.14	27.22	45.85	80.08

1	2	3	4	5	6	7
10.	Udhanpur	60.00	78.00	15.00	26 00	61 00
11	Rajauri	64.14	75.15	19 86	26 30	64.15
12.	Kathua	70 23	83 29	35 02	53.71	85 39
13	Srinagar	96 00	99.00	51 00	66 00	92.00
14.	Jammu	75 05	92.69	33 00	51 00	90 00

Note : Category of Districts by enrolment ratios
is as follows. Category A=75-100; B= 50-75; C=25-50 and D=Below 20

MADHYA PRADESH

1.	Siddhi	83 25	91 75	24 02	34 50	69 36
2	Jahabura	62 60	87 77	16 1	26 80	63.99
3.	Rajgarh	79 00	85.00	26 00	30 00	59 52
4.	Bastar	70 56	81 94	16.66	29 36	58 33
5.	Sarguja	59 00	91 00	15.90	33.90	75 9
6	Shivpur	83 97	90 19	28 26	34 08	55.08
7	Tikamgarh	79 83	94 89	30.27	39 03	67.7
8.	Panna	80 93	90.96	26 15	32 61	60.0
9.	Shahdol	58.21	93 47	13 07	32 56	66.53
10	Guna	74 42	77 16	20.44	25.89	67 24
11.	Shajapur	89.00	94 00	30 00	35 00	65 79
12.	Seora	89 70	94.50	33 90	38 80	65.79
13	Morena	83 20	93.47	31.40	42 97	87.13
14.	Chattarpur	88.00	94.00	33 90	38 30	61 06
15	Dhar	75.49	92 56	31 39	38.76	79.53
16.	Mandla	64 80	92.30	15 70	27.00	42 0
17.	Rewa	83 33	94 74	34.71	51 38	63 13
18.	West Nimar	80.26	92 99	32 00	40 03	63.55
19	Datia	94 25	97.39	36 00	42 00	77 0
20	Dewas	89.52	90 47	32.29	36 35	63.2
21	Vidisha	77 83	86 22	24 13	28 08	64.0
22	Rajnandgaon	83.59	91.29	21.38	30 80	70 1
23.	Satnar	83 00	92.00	29 00	40 00	89 1
24	Rajgarh	70.25	93 62	18 71	31 41	82 84
25.	Bilaspur	84 64	98.57	26 60	39 90	75.05
26.	Raisen	84 60	90 55	31.01	36.56	68 0
27	Bhind	90.00	96 00	44 00	55 00	89 0
28	Mandsonr	90.00	98.00	36 36	40 36	69 0
29.	Sconi	85.00	91.00	24 00	30.40	79 9
30.	Dhar	89 00	93.00	34.00	39.00	76.0
31.	Rainpur	91 40	96.00	31 30	39.20	70.1
32.	Chundwara	73 78	91.85	8.00	15 00	70 0
33.	Betul	87 00	93.00	34.00	39 00	66.5
34.	Ratlam	89 00	96.00	32 00	37.00	77 33
35	East Nimar	94.33	97.01	33 04	38.15	62.0
36	Ujjain	92 00	94.84	28 67	49.67	65 0
37.	Balaghat	80 90	96 20	23.90	38.60	68 6
38	Sagar	85 00	90 00	29 00	33.00	62 0
39	Narsimhapur	87.00	92 00	38.00	45.00	63.8
40	Hochangabad	88 00	92.00	32 50	37.50	72.2
41	Durg	82.87	88 46	34 11	43 50	82.84
42	Gwalior	88.79	93.85	36 74	42 17	74 74
43.	Jabalpur	88 9	94 52	30.70	37.36	73 0
44	Indore	93.02	96.34	42 12	47 00	68.3
45.	Bhopal	83.00	91.00	26 00	32 00	69.6

1	2	3	4	5	6	7
MAHARASHTRA						
1	Parbhani	98.25	99.56	50.02	53.91	78.62
2	Nanded	97.48	99.2	55.20	61.40	87.28
3	Beed	97.71	98.83	54.44	59.32	84.15
4	Aurangabad	97.20	99.44	61.66	67.66	88.64
5	Jalna	99.00	99.71	51.79	58.24	82.56
6	Osmanabad	99.06	99.60	77.95	79.7	92.45
7	Latur	99.27	99.78	76.35	80.68	95.82
8	Chandrapur	96.62	98.44	53.43	60.36	83.51
9	Gadchiroli	86.61	89.95	39.24	43.93	64.21
10	Dhule	95.09	97.69	51.79	59.48	77.68
11	Yevsatmal	96.44	98.68	61.54	67.62	89.55
12	Sholapur	90.87	95.68	67.13	73.57	90.3
13	Ahmednagar	94.25	98.68	54.54	64.42	85.35
14	Bhandara	93.87	97.81	55.78	66.13	92.18
15	Buldhana	98.50	99.77	66.78	72.97	90.76
16	Kolhapur	96.86	99.25	80.05	86.52	95.75
17	Nasik	95.19	98.27	54.91	62.38	82.43
18	Sangli	97.17	98.90	80.43	84.88	96.26
19	Raigarh	84.73	96.87	49.06	69.82	92.67
20	Jalgaon	95.05	99.84	67.62	77.04	90.83
21	Akola	97.10	99.24	65.29	74.31	92.97
22	Satara	92.95	98.06	67.66	77.93	94.02
23	Rainagiri	54.74	93.44	24.87	65.92	95.24
24	Sindhudurg	54.96	93.87	32.87	72.65	95.69
25	Thane	75.56	92.70	35.37	54.37	81.30
26	Wardha	94.29	97.48	57.24	63.43	82.83
27	Pune	93.08	97.29	59.71	67.78	89.77
28	Amravati	91.03	99.09	65.29	78.29	92.24
29	Nagpur	95.51	98.22	61.96	69.97	89.62
30	Bombay	-	-	-	-	-
MANIPUR						
1.	Imphal	87.08	99.51	36.60	71.03	96.6
2.	Bishanpur	93.83	96.76	37.01	60.91	94.33
3.	Thoubal	81.34	97.24	38.09	72.88	90.7
4.	Chandel	89.95	97.73	18.63	27.52	42.86
5.	Churachadpur	58.53	94.68	42.69	42.58	64.49
6.	Senapati	93.82	94.5	42.41	47.72	66.35
7.	Tamenglong	98.01	96.13	33.52	37.20	49.59
8.	Ukhrul	98.01	99.29	52.48	54.32	61.86
MEGHALAYA						
1	West Garo Hills	72.82	82.37	19.84	32.67	67.06
2	Jaintia Hills	90.07	94.42	28.68	45.82	64.25
3.	East Garo Hills	73.51	82.17	21.01	34.47	62.82
4.	West Khasi Hills	94.63	95.38	33.39	38.94	60.34
5.	East Khasi Hills	80.18	92.50	30.90	44.57	66.4
MIZORAM						
1.	Chhimiunpun	19.42	100.00	59.77	64.68	69.42
2.	Lunglei	17.03	97.03	70.34	70.70	72.0
3.	Aizawl	63.54	98.13	89.43	89.43	89.89

1	2	3	4	5	6	7
NAGALAND						
1.	Mon	99.74	99.88	34 17	36.60	45.42
2.	Tuensang	99.84	99.89	26.60	31.86	59 05
3.	Phok	99 53	99 94	59.83	60 36	73.28
4.	Wokha	100 00	100.00	31 97	40 70	69.73
5.	Zunheboto	96.25	96 25	32 44	48.58	67 73
6.	Kohima	97.43	98.83	48 76	55.72	70 17
7.	Mokokchung	99 34	99.50	67 29	73 79	83 77
ORISSA						
1.	Kalahandi	—	—	22.95	31 04	66 04
2.	Koraput	—	—	17 37	23 94	49 48
3.	Bolangir	—	—	32.77	41 33	79.51
4.	Phulbani	—	—	19.30	34 7	61 10
5.	Mayurbhary	—	—	24 05	48 74	55 06
6.	Ganjam	—	—	36 06	53 12	83 78
7.	Keonjhar	—	—	35.52	52 49	84 17
8.	Sambalpur	—	—	35 00	46 70	82 5
9.	Dhenkanal	—	—	36 23	58 38	87 84
10.	Sundergarh	—	—	21 10	41 46	78.96
11.	Puri	—	—	27 06	61 53	91 77
12.	Cuttack	—	—	37 12	72 02	97 83
13.	Balasore	—	—	35.01	71.79	96 52
PUNJAB						
1	Bhatinda	100.0	100.0	61.76	66.48	87.89
2	Sangpur	94 23	99.56	51.43	67.80	92 63
3.	Firozpur	93 82	98 73	39 20	46 75	85 55
4.	Fairkot	98 73	99.93	66 84	73 23	93 64
5	Patiala	96 45	99 00	34 34	43.57	87.06
6	Amritsar	98.58	99.89	47.41	56 92	94.85
7	Gurdaspur	97 27	99.80	33 40	50 11	91.35
8	Kapurthala	96.04	99.20	48.06	65 66	97 24
9	Ropar	94 02	99 36	34.13	51 56	93 85
10.	Hoshiarpur	97.55	99.75	38.51	59.14	96 21
11.	Jalandhar	97 55	99 30	48 19	65 40	96 11
12	Ludhiana	98.71	99.70	55 82	67.82	95 57
RAJASTHAN						
1	Barmer	73.39	76.66	30 46	32 59	43.98
2.	Jalore	93 76	95 37	47 56	50.49	67.15
3.	Jaisalmer	81.89	83.84	27 41	29.19	30 58
4.	Nagore	93.57	96.22	51 56	55.63	76 61
5.	Banswara	82 72	89 94	32.81	38 85	73 38
6.	Dungarpur	83 14	91 51	37.41	47.95	92.37
7	S Madhopur	89 45	94.61	49 95	59 58	84 00
8.	Tonk	48 91	92.07	48 43	52 33	79 04
9	Bundi	91.62	94 19	42 02	45 27	68 04
10.	Pali	95 58	95 58	61 01	62 36	77 00
11	Bhiwara	93.26	97 12	55 05	61.17	90 99
12.	Bhilwara	91 33	95 04	52.25	55.56	82.16
13.	Chitto ragarh	86.57	91.22	39.64	43.58	76 26
14	Jhalawar	94 76	90 05	33 01	37.65	69.23
15.	Churu	95.68	98.89	53 57	59 3	71.36
16.	Sirohi	92 86	95.22	51.55	55.33	76.44
17.	Bharatpur	92.43	97 43	48.46	59 30	91 82

1	2	3	4 *	5	6	7
18.	Udaipur	79.38	89.36	37.73	44.32	75.48
19	Jhunjhunu	91.96	981.6	59.25	71.4	94.01
20.	Alwar	91.15	96.45	47.02	58.32	91.21
21	Ganganagar	82.26	87.85	49.25	54.8	73.98
22	Jodhpur	87.03	88.95	48.71	51.07	63.95
23	Bikaner	95.14	96.86	44.64	46.94	53.28
24	Jaipur	81.49	91.51	46.98	57.43	87.12
25	Koia	91.04	94.07	37.23	40.22	63.37
26	Ajmer	90.79	95.23	55.36	59.23	74.11
27	Dholpur	83.43	94.27	33.33	46.89	84.69
TAMIL NADU						
1.	Dharampuri	76.00	90.00	23.10	33.30	72.3
2.	S. Arcot	88.40	89.70	33.00	46.50	82.3
3.	Pudukottai	72.20	91.00	26.20	37.90	79.7
4	Penyar	65.50	89.80	24.00	36.60	71.7
5.	Selam	86.80	88.10	29.30	40.10	82.2
6.	Ramnathpuram	86.00	97.00	33.70	44.40	75.1
7.	Trichurapalli	85.20	9.40	38.10	49.70	84.8
8	Pasumponmuthuramalingam	90.30	98.40	44.80	62.20	89.9
9.	Chenghalpatta	90.00	98.00	37.50	50.70	88.5
10.	Thanjavur	86.80	98.00	36.10	52.10	93.1
11.	Tirunelveli	91.50	98.30	42.60	61.50	90.6
12.	Coimbatore	85.00	94.90	34.40	45.60	83.3
13	Nilgiri	70.40	89.30	11.90	18.80	59.5
14	P. Ramalingam	78.00	97.00	29.60	44.00	80.9
15	Anna	78.00	95.00	30.30	43.10	80.6
16	Chudambaram	90.20	98.20	39.10	55.80	85.9
17.	Kamarajar	91.50	98.40	37.70	54.30	83.1
18	Kanyakumari	58.70	89.70	41.40	74.80	98.2
19	N. Arcot	91.40	98.00	37.50	50.20	85.9
20	Madras	93.3	96.0	-	-	-
TRIPURA						
1	South Tripura	52.50	82.13	21.52	57.35	82.8
2	North Tripura	65.60	82.69	27.16	45.93	80.1
3.	West Tripura	54.57	85.93	27.54	58.50	92.27
SIKKIM						
1	West Sikkim	79.31	87.80	24.27	35.43	71.04
2	North Sikkim	53.94	63.42	20.12	39.67	67.95
3.	South Sikkim	81.91	91.18	35.27	41.28	80.02
4	East Sikkim	64.94	77.04	27.52	34.71	79.33
UTTAR PRADESH						
1	Bahraich	33.84	77.79	7.20	20.40	63.01
2.	Gonda	32.32	87.48	7.13	24.37	74.34
3	Barabanki	48.21	86.99	13.22	32.78	73.13
4	Badaun	76.48	89.56	22.50	32.10	77.70
5	Lakhimpur Khen	55.85	80.86	18.38	30.54	71.91
6.	Basti	32.45	87.34	10.20	35.60	81.11
7.	Sitapur	40.91	83.04	12.00	28.34	75.99
8	Banda	89.38	92.60	36.01	41.47	75.03
9	Partapagarh	25.54	85.70	13.64	43.16	87.40
10.	Rampur	68.36	86.36	18.30	27.43	73.96
11.	Deoria	50.40	92.03	18.38	43.62	90.11
12.	Unwar Kashi	72.06	88.67	29.00	42.60	63.00

1	2	3	4	5	6	7
13.	Pilibhit	71.30	89.70	20.18	31.28	71.91
14.	Sultanpur	39.89	92.00	13.90	42.63	89.84
15.	Tehri Garhwal	64.67	82.96	20.18	34.68	74.06
16.	Hardoi	54.65	86.49	18.51	33.78	77.56
17.	Lahitpur	85.18	90.46	30.17	34.24	56.76
18.	Gorakhpur	39.61	90.82	12.75	41.52	87.79
19.	Rai Bareilly	39.71	82.62	13.57	33.63	81.07
20.	Murzapur	61.08	89.35	17.48	37.01	60.06
21.	Shahajahanpur	71.74	88.13	21.88	30.32	74.01
22.	Jaunpur	24.40	90.41	8.43	46.16	90.98
23.	Moradabad	74.20	91.5	18.35	28.11	74.95
24.	Hamirpur	93.55	97.43	43.05	47.48	65.4
25.	Faizabad	33.79	87.10	10.65	35.31	82.62
26.	Azamgarh	22.80	83.90	8.05	39.14	85.8
27.	Unnao	58.93	90.25	23.38	43.02	85.41
28.	Bareilly	71.85	90.14	21.51	34.78	80.41
29.	Fatehpur	60.14	84.78	24.53	41.52	80.59
30.	Alahabad	49.49	83.50	17.70	35.95	71.77
31.	Mathura	83.21	96.28	33.82	47.61	86.67
32.	Etah	58.67	86.06	21.09	38.65	85.31
33.	Bulandshahar	76.04	90.76	25.82	38.21	81.66
34.	Ghazipur	47.70	88.58	22.87	44.07	88.36
35.	Ballia	62.10	95.94	29.73	61.94	94.37
36.	Bijnor	62.21	88.61	21.36	39.59	82.19
37.	Aligarh	67.25	87.87	27.05	39.19	87.09
38.	Varanasi	42.15	92.90	13.54	41.69	87.95
39.	Muzaffarnagar	90.02	94.80	37.83	49.43	85.60
40.	Saharanpur	78.19	90.62	28.78	52.16	83.09
41.	Chamoli	68.03	85.60	26.30	39.80	79.90
42.	Maninपुर	58.18	85.93	24.26	44.26	87.14
43.	Jalaun	89.28	96.57	44.70	51.30	81.20
44.	Farrukhabad	51.55	88.74	22.16	45.80	88.84
45.	Agra	68.58	89.18	23.60	38.95	81.46
46.	Almora	54.36	80.96	16.31	32.83	81.20
47.	Pithoragarh	53.48	80.18	15.52	13.74	71.25
48.	Meerut	94.03	98.12	48.22	57.75	90.6
49.	Ghazisabad	86.00	92.00	36.86	45.46	85.4
50.	Jhansi	90.22	95.19	29.06	48.13	77.19
51.	Etawah	55.42	88.09	25.32	48.26	89.88
52.	Nainital	63.52	86.17	20.82	41.49	82.06
53.	Garhwal	57.59	84.22	23.30	39.80	82.00
54.	Lucknow	62.83	91.46	21.93	34.62	75.79
55.	Kanpur Dehat	56.35	85.01	28.35	48.80	86.79
56.	Dehradun	75.33	91.67	37.70	57.10	85.00
57.	Kanpur City	72.82	94.76	30.82	50.92	87.37

WEST BENGAL

1	Purulia	80.01	98.03	10.46	24.34	61.65
2	Maldah	65.13	93.63	13.57	39.37	79.77
3	West Dinajpur	82.31	94.08	15.27	27.15	66.28
4.	Munshidabad	75.64	97.68	15.26	43.53	85.35
5.	Cooch Bihar	82.55	98.33	17.71	38.63	81.37
6	Jalpaiguri	94.93	98.00	23.50	32.02	60.92
7.	Bankura	79.63	97.70	15.91	38.01	80.96
8	Birbhum	85.84	89.90	22.68	47.83	89.99
9.	Nadia	82.60	99.21	19.30	46.93	88.6
10	Midnapur	74.35	97.46	18.65	47.11	89.07

1	2	3	4	5	6	7
11	Darjeeling	83.20	88.36	20.36	26.24	45.89
12	Burdwan	87.96	99.42	23.65	47.32	86.38
13	24 Faraganas (N)	79.55	97.78	19.88	47.74	91.47
14	Hoogli	72.29	98.22	12.39	45.25	87.04
15	Ilawra	40.85				
16	24 Paraganal	78.11	95.94	21.46	39.16	85.73
17	Calcutta	—	—	—	—	—
ANDMAN & NICOBAR						
1	Nicobar	75.09	85.41	51.37	61.35	77.18
2	Andaman	66.76	82.41	36.52	47.86	72.67
CHANDIGARH						
1	Chandigarh	96.92	99.67	56.80	89.75	100.00
DAMAN & DIU						
1	Daman	71.68	94.87	49.97	92.64	97.00
2	Diu	83.63	94.67	73.93	96.7	98.77
LAKSHDWEET						
1	Lakshadweep	100.00	100.00	99.16	99.16	99.16

Source : Fifth All India Educational Survey, NCERT, (unpublished data)

APPENDIX TABLE 21

DISTRICTWISE DATA ON FEMALE LITERACY, ENROLMENT RATES

Sl No	State/ District	Area Literacy Rate (1981)	Female	Percentage of Girls to Total Enrolment in classes I-V (1986-87)			Age Specific (6-11 years) Enrolment Ratio (1986-87)	
				Total	SC	ST	Boys	Girl
1	2	3	4	5	6	7	8	9
ANDHRA PRADESH								
1	Srikakulam	R	11.56	43.65	46.76	41.43	35.29	14.03
		U	37.41	46.76	48.02	49.59	74.27	52.52
		T	14.46	43.99	46.91	41.67	39.62	18.32
2	Vizianagaram	R	9.65	44.61	46.43	44.25	28.77	11.77
		U	35.50	48.38	46.06	45.98	47.33	37.91
		T	13.78	45.19	46.38	44.32	31.69	15.88
3	Vaiatzag	R	8.56	39.46	45.70	39.84	32.07	10.61
		U	43.81	43.27	43.23	41.08	67.25	53.33
		T	19.40	40.65	45.24	39.86	42.96	23.83
4	East Godavari	R	24.52	49.66	49.47	46.85	19.15	11.01
		U	43.79	49.39	47.68	44.35	32.53	24.03
		T	28.78	49.62	49.27	46.78	22.05	13.83
5	West Godavari	R	28.54	49.77	46.92	47.95	28.48	20.41
		U	43.93	51.29	48.71	48.81	36.60	29.01
		T	31.74	50.02	47.10	48.03	30.16	22.18
6	Krishna	R	27.21	47.49	46.27	40.30	27.96	17.24
		U	49.29	50.47	50.88	42.38	52.73	41.50
		T	33.84	48.41	47.14	40.86	35.96	25.15
7	Guntur	R	21.50	44.96	44.32	40.57	41.68	17.55
		U	40.43	49.95	45.14	42.74	37.17	27.70
		T	34.01	46.11	44.47	41.12	33.19	20.34
8	Prakasam	R	14.66	41.65	45.65	41.45	36.40	14.24
		U	36.23	47.91	44.15	44.13	64.18	43.96
		T	16.81	42.33	45.49	41.88	40.50	18.63
9	Nellore	R	17.26	44.06	44.76	44.21	38.35	22.56
		U	45.31	47.15	49.30	45.81	44.68	38.10
		T	22.89	44.49	45.19	44.43	39.63	25.71
10	Kurnool	R	11.88	39.37	39.90	40.11	36.24	12.37
		U	32.60	46.42	46.10	34.75	54.99	38.94
		T	16.92	40.88	40.89	38.60	41.22	19.43
11	Anantapur	R	9.93	40.31	38.27	39.78	31.86	11.90
		U	36.02	47.73	44.41	43.24	63.25	41.52
		T	15.21	41.67	39.32	40.20	38.36	18.04
12	Cuddapah	R	13.53	43.89	40.79	39.16	37.25	16.03
		U	34.53	47.44	44.16	41.23	32.66	18.17
		T	17.66	44.24	41.05	39.34	36.37	16.44

1	2	3	4	5	6	7	8	9
13	Chittoor	R	15 01	43 44	44 80	40 11	45 19	21 53
		U	44 12	47 50	45.90	46 71	78.79	62 54
		T	19 84	44 14	44.88	42 17	50 91	28 48
14	Hyderabad	R	NRP	—	—	—	—	—
		U	NRP	50.28	48 40	40.69	46 52	42 39
		T	NRP	50.28	48 40	40 69	46 52	42.39
15.	Rangareddy	R	10 87	42.12	39 39	39 61	41 49	22.80
		U	41 39	29.88	22 50	40 89	46.94	32 09
		T	18.02	39 68	35.10	45 08	45.17	25 01
16.	Nizamabad	R	7.52	34.96	34 04	25.52	22.75	5.97
		U	30 66	45.52	41.48	43.40	43.25	28 64
		T	11.83	37.45	35 11	27.99	26.67	10.33
17.	Medak	R	7.65	34.57	34 02	26 89	25 56	8.28
		U	35.44	43.47	41.48	25.09	72.85	48.56
		T	10.86	35.99	34 82	26.68	31.22	13.11
18	Mahaboobnagar	R	9.66	37 14	31 40	25 77	25 99	9 78
		U	32 73	43.12	36 69	32.32	61 83	38 83
		T	10 30	37.91	31.99	26.05	29 96	13.02
19.	Nalgonda	R	10.33	38 52	35 87	26.37	45.42	20 43
		U	29.12	44.79	38.47	31 14	84 44	56.96
		T	12.39	39 22	36.14	26 79	49.79	24.53
20.	Warangal	R	7 70	24 36	34.95	28.50	9 96	6.39
		U	37.74	46 44	40 99	33.75	65.77	25.92
		T	13 72	36.78	35 56	28 86	19 58	14 41
21.	Khamman	R	0 81	39 99	38.83	33.22	29.54	13 70
		U	40.98	49.36	45 51	38.55	40 40	33 90
		T	18 02	41 46	39.89	33.58	31 36	17 07
22	Karimnagar	R	0.65	27 27	37.18	32.83	31.06	11 80
		U	31 68	45 88	43.44	43.14	61.91	37 49
		T	11.38	38 95	38.05	33.88	35.93	15 86
23.	Adilabad	R	7.70	34.47	34.21	31.11	22 82	6.31
		U	27.59	43 00	41 34	37.84	62.75	32.43
		T	9.79	36.37	35 63	31 55	30 52	11 34
	Total	R	—	41 97	42.13	36.64	30 86	14 12
		U	—	47 33	44.75	41.13	52.24	39.26
		T	—	43.16	42 55	37 17	35 83	19.96

ARUNACHAL PRADESH

1	Trirap	R	9.68	34.50	.27	20.47	74 15	42 06
		U	—	—	—	—	—	—
		T	9 68	34 50	.27	20.47	74 15	42 06
2	Lohit	R	15.18	38 90	01	20.76	89.98	63.32
		U	44.22	42.53	.67	4 24	98.89	74 15
		T	17.54	39.47	94	19.05	91.00	64.49

1	2	3	4	5	6	7	8	9
3.	Dibang Valley	R	13 49	38 92	.09	27.60	99 73	75 22
		U	-	-	-	-	-	-
		T	13 49	38 92	.09	27 60	99 73	75 22
4	East Siang	R	12.09	48.76	.14	39 28	86 67	86 88
		U	42 78	46.70	4.20	17.23	98 14	89.81
		T	15 57	48 47	.72	36 14	89 01	88 14
5	West Siang	R	11 03	45 65	.01	42 78	66.33	58 04
		U	40.40	38 17	.56	22.88	72 85	46 17
		T	13 39	44 44	.09	40 24	67 11	56.69
6	Upper Subansiri	R	5.29	40 02	.01	36.87	73 58	53.40
		U	-	-	-	-	-	-
		T	5.29	40 02	.01	36.87	73 58	53 40
7	Lower Subansiri	R	6 53	39.08	.31	31 19	62 23	44 48
		U	40 51	48 73	.33	23.83	80.90	67.43
		T	10.01	40 60	.31	30 01	64 09	48 00
8	West Kameng	R	11.07	42 22	-	29 49	49.53	41.56
		U	35.57	43 69	-	18 33	100 00	83 43
		T	12.43	42.47	-	27.56	55 16	45 84
9.	Tawang	R	-	41 22	-	34.61	40 40	26.32
		U	-	-	-	-	-	-
		T	-	41 22	-	34 61	40.40	26 32
10.	East Kameng	R	2.88	28.05	.04	21 10	61.92	27.00
		U	-	-	-	-	-	-
		T	2.88	28.05	.04	21.10	61 92	27.00
	Total	R	9.60	40.03	.24	30.45	71 38	51 81
		U	41 18	43.98	1.28	17.47	93.22	73 96
		T	11.22	40.38	.33	29 34	72.98	53 52
ASSAM								
1.	Dhubri	R	-	41 20	43 25	43 69	86.49	65 20
		U	-	41.60	45 34	40 00	90.44	69.27
		T	-	41 20	43.78	43 65	86.92	65 64
2	Kokrajhar	R	-	43.86	38.86	45.54	83.64	71 06
		U	-	47.11	44.64	41.36	99.34	93.46
		T	-	44.14	39.74	45.33	84.75	72.65
3.	Gopalpara	R	-	43 59	41.21	49 31	96 12	80.98
		U	-	52 20	48 32	47 36	75 98	93 85
		T	-	44 25	42.15	49.25	94 48	81.99
4.	Barpeta	R	-	43.00	38 61	72.72	80.31	65.17
		U	-	47.27	43.96	38.14	71 73	69 15
		T	-	43 29	39 31	47.41	79 70	65 45
5.	Kaamrup	R	-	41 58	41.64	46.40	94 56	72 54
		U	-	47 27	40 00	46 13	75.18	72.08
		T	-	42 67	41 00	46.37	90 47	72.44
6.	Nalbari	R	-	45.11	41 38	44.79	98 37	76 52
		U	-	47 67	47.77	50.00	26.03	85.90
		T	-	45 17	41 87	44.80	98 10	76.72

1	2	3	4	5	6	7	8	9
7	Darrang	R	—	43.67	40.93	46 68	75 02	62 59
		U	—	54 42	43 11	44.59	73.38	94.27
		T	—	44.22	41.17	46 59	74 95	63.94
8	Sonitpur	R	—	42 30	42.89	46 95	64 66	51.09
		U	—	44.805	46 79	43.33	70.98	62 16
		T	—	42 57	43.50	46 84	65.25	52 13
9	Lakhimpur	R	—	47.35	47.96	45 86	98 57	98 41
		U	—	48 82	41 42	47.65	96 55	85.07
		T	—	47.41	47.74	45 89	98.49	97.76
10.	Dibrugarh	R	—	42 09	41 88	44.30	69.30	54 61
		U	—	42 74	41.00	45 77	60 56	46.04
		T	—	42.19	41.67	47.41	67.38	53 21
11.	Sibsagar	R	—	47.24	41.68	47 08	98.56	95.61
		U	—	46.20	59 92	39 64	69 44	56 47
		T	—	47 12	42.30	47.00	96.86	93 20
12	Jorhat	R	—	45.30	44.66	42 74	88 64	79.00
		U	—	47.69	42.55	44.76	58.92	57.82
		T	—	45 47	44.51	42.87	85 66	76 87
13.	Nagbun	R	—	44.65	44.64	45 18	92.84	72.65
		U	—	47 02	47 85	43 78	85.89	82 05
		T	—	44 85	45 86	45 16	92.22	73 41
14.	Cacher	R	—	41 46	42 43	41 63	96.16	74.79
		U	—	44 66	48.28	51.92	99 19	86.16
		T	—	41 72	43.73	41 89	96 51	75.64
15	Krimganj	R	—	40.49	47.05	40.05	68.87	73.61
		U	—	43.43	44.15	48 05	45.81	41.18
		T	—	42.70	39 81	44.35	44.81	36.31
16.	Karbi Anglong	R	—	42 60	39 09	44.20	44 66	35.68
		U	—	43.43	44.15	48 05	45 81	41 18
		T	—	42.70	39.81	44.35	44.81	36 31
17.	N. C. Hills	R	—	57.24	—	45.96	85.64	96.91
		U	—	47.16	—	40 18	82.89	79 63
		T	—	50.76	—	45.62	85.28	94.65
	Total	R	—	43.67	43 32	45.77	85 96	71.32
		U	—	46 20	44.40	44.92	72 97	67.54
		T	—	43.89	43.45	45.75	84 67	70.95
BIHAR								
1	Patna	R	15.15	34.84	28.40	13 34	97 76	55.88
		U	44 25	48.88	42.80	37.50	40 59	56.86
		T	25 54	38.90	31 82	36.20	84 09	56.38
2	Nalanda	R	15.25	33.98	26 82	—	97.22	62.18
		U	37 46	42.62	34 89	—	96.07	37 76
		T	18.23	35.07	28.03	—	97.15	64.33
3	Bhojpur	R	12.76	35.10	3.07	—	98.37	67.45
		U	35 66	37.33	3.63	0.10	80.37	62.72
		T	15.12	36.95	3.21	0 10	96.45	66.95

1	2	3	4	5	6	7	8	9
4	Rohtas	R	13.45	78.66	10.16	0.07	98.17	62.55
		U	36.19	61.31	3.32	0.30	95.17	87.72
		T	15.55	75.73	9.06	0.64	97.90	64.84
5	Baya	R	12.38	30.13	20.15	—	84.59	37.10
		U	40.18	46.61	35.58	—	59.04	52.83
		T	15.25	32.28	21.32	—	81.36	39.33
6	Nawada	R	11.23	32.51	24.89	23.218	90.61	43.03
		U	35.54	41.45	32.89	—	52.68	40.06
		T	12.77	32.93	25.30	23.28	80.04	42.85
7.	Aurangabad	R	12.38	31.51	33.79	—	94.66	49.95
		U	13.83	37.96	25.43	—	98.40	59.19
		T	33.99	31.99	24.24	—	94.95	50.59
8.	Jahanabad	R	—	32.79	24.15	—	93.06	45.51
		U	—	44.86	32.27	36.76	58.19	49.09
		T	—	30.54	24.47	36.76	91.46	45.68
9	Hazaribagh	R	6.64	26.96	3.37	1.84	97.45	40.06
		U	38.50	40.18	3.39	3.17	90.98	53.71
		T	10.91	29.03	3.37	2.05	96.90	42.12
10	Ciridhi	R	6.26	27.30	22.03	23.30	98.16	37.45
		U	34.94	35.91	36.77	34.26	65.60	44.41
		T	10.01	28.19	23.56	23.88	93.47	51.29
11.	Dhanbad	R	9.58	31.00	27.41	25.25	95.99	51.29
		U	37.87	40.78	34.06	38.19	96.34	67.33
		T	23.18	35.98	29.60	28.57	96.17	59.41
12.	Ranchi	R	12.41	35.89	31.93	36.32	97.01	63.75
		U	49.46	46.61	42.30	44.35	73.61	62.68
		T	19.62	38.64	35.88	36.83	89.19	63.39
13.	Palamau	R	7.40	28.24	21.59	30.79	92.86	36.79
		U	39.94	41.46	33.31	42.03	59.59	42.46
		T	9.11	28.84	21.96	30.97	19.98	37.11
14.	Singbhom	R	9.55	38.68	38.75	37.42	95.44	68.26
		U	49.02	46.23	42.60	36.63	75.28	66.16
		T	21.50	40.71	40.01	37.59	88.96	67.49
15	Gumla	R	—	39.74	36.86	40.18	95.48	66.56
		U	—	50.84	44.19	50.23	89.61	91.71
		T	—	40.27	37.16	40.51	95.25	67.56
16	Lehardagga	R	—	33.93	32.79	33.98	91.64	63.91
		U	—	51.22	38.50	33.42	94.23	98.41
		T	—	35.92	33.81	34.64	91.90	66.72
17	Muzaffarpur	R	10.29	32.67	26.11	—	98.22	51.39
		U	50.27	46.86	41.30	—	42.66	39.59
		T	13.23	33.38	26.89	—	93.44	50.37
18.	Sitamarhi	R	8.82	36.23	22.86	—	97.29	36.30
		U	29.71	38.01	29.10	—	99.34	67.65
		T	9.71	36.31	23.20	—	97.38	56.98

1	2	3	4	5	6	7	8	9
19	Vaishali	R	11 75	29.90	23.88	—	98.32	54 29
		U	26 68	41.51	28.63	—	84.54	50.39
		T	12 67	30 51	24.14	—	97.43	56 94
20.	East Champaran	R	7 46	30 83	29 24	—	97 99	47.69
		U	36.62	46.10	34.13	—	94 72	91 42
		T	8 72	32.01	24.63	—	97.82	50 06
21.	West Champaran	R	7 00	24.07	2 83	0.40	97.65	33 17
		U	34 19	30.15	2 11	0 02	95.40	48 98
		T	8 94	24.68	2.76	0.36	97 44	34.67
22.	Sam	R	10 51	27 44	24.98	—	99.51	50.12
		U	30 77	41 77	34 57	—	74 45	53 00
		T	12 03	28.37	25.62	—	97 48	50.36
23.	Siwan	R	9.66	28.27	22 04	—	97.18	45 41
		U	10 66	39.23	34.68	—	91.89	45.16
		T	35 03	27 19	22.45	—	96.89	45.40
24.	Gopalganj	R	7 69	28.42	27.08	—	99 22	50.72
		U	24 42	32.55	26.99	—	78 95	38.33
		T	8 48	28.57	27.08	—	98.17	50 08
25	Darbhanga	R	10.37	30 50	26 38	—	99.11	56.13
		U	37.74	41.09	35.58	42.86	79.26	55 64
		T	12 63	30 85	27 02	42 86	97.46	56.09
26	Samastipur	R	11.56	30.76	24 83	—	98.99	21.54
		U	42.64	41.49	32.84	66.66	99.87	90.32
		T	12 72	31.52	25.54	66.66	99.02	24.40
27.	Madhubani	R	8 96	30.87	9.13	—	98.07	48.03
		U	27.02	38 17	11 09	—	90.94	79.16
		T	9 49	31.17	9 23	—	97 86	49.35
28.	Begusana	R	13.27	33 21	27.17	—	80.77	41 14
		U	31 64	38.09	36 45	—	62.22	39.06
		T	15 15	33 63	28.67	—	78 81	40.92
29.	Saharsa	R	8 06	29 29	24.67	30.46	98.95	47.78
		U	28 66	35 45	24.65	44.44	83.57	46 15
		T	9.16	29.56	24.67	30.87	98 08	47.65
30	Madhepura	R	—	26.20	24.70	32.52	96.85	42.73
		U	—	33.34	35.24	37 37	88.68	56 97
		T	—	26 56	25 15	32.45	96 38	43 59
31	Purnia	R	7 52	33 88	28 63	28.08	93 90	48 36
		U	32.55	41 09	32 60	36 51	82.89	59 01
		T	9.39	34 66	28.52	28 90	93 03	49 21
32.	Katihar	R	8 69	29 88	30 47	28 71	96.72	46 67
		U	39 03	37.52	36.81	28 54	98.66	79.95
		T	11 34	30 71	31 02	28.70	96.91	81.63
33.	Bhagalpur	R	12 8	34 71	29 05	30 16	98 53	55 56
		U	39 34	46.27	36.87	43.66	97.00	76.03
		T	15.80	36.04	30 14	30 26	28.36	61.23

1	2	3	4	5	6	7	8	9
34.	Munger	R	11.14	32.68	28.37	24.76	96.97	48.01
		U	34.57	33.95	29.26	28.01	95.95	52.03
		T	14.35	32.94	28.62	25.66	96.81	48.67
35.	Khagaria	R	—	31.74	29.05	—	94.03	13.15
		U	—	42.63	39.89	—	91.31	80.95
		T	—	32.40	29.38	—	93.88	17.20
36.	Dumka	R	—	34.08	35.56	34.99	95.65	53.71
		U	—	45.04	37.82	38.40	86.26	72.44
		T	—	34.70	35.82	35.06	95.22	54.70
37.	Deoghar	R	—	29.23	25.82	29.08	95.37	42.14
		U	—	40.57	39.44	48.64	81.29	64.73
		T	—	30.69	27.38	30.95	93.60	43.71
38.	Godda	R	—	33.46	2.21	10.47	95.45	55.94
		U	—	41.06	3.19	3.75	65.53	59.75
		T	—	33.61	2.23	10.34	94.80	56.02
40.	Sahebganj	R	—	34.26	36.56	29.08	96.19	51.41
		U	—	38.64	33.85	30.51	85.30	65.82
		T	—	34.64	36.43	29.12	95.35	52.53
	Total (State)	R	10.17	31.86	25.93	34.07	96.31	49.50
		U	39.87	42.20	34.67	41.02	79.71	60.62
		T	13.62	33.16	26.87	34.59	94.23	50.90
GOA								
1.	North Goa	R	—	48.11	47.88	20.00	84.56	79.92
		U	—	46.72	43.74	—	94.00	77.60
		T	—	47.89	47.04	20.00	86.15	79.53
2.	South Goa	R	—	46.27	49.88	31.82	84.72	74.16
		U	—	48.06	41.58	44.55	97.93	91.80
		T	—	46.86	44.43	42.92	88.71	79.48
3.	Total	R	44.15	47.41	48.22	29.63	84.62	77.68
		U	57.57	47.54	42.47	44.55	96.26	85.78
		T	48.29	47.44	46.18	41.61	87.25	79.51
GUJARAT								
1.	Ahmedabad	R	24.56	40.72	44.59	38.96	76.23	55.84
		U	54.09	45.73	44.52	41.17	79.58	67.25
		T	45.50	44.53	44.53	40.71	78.72	64.32
2.	Amareli	R	28.80	43.15	42.35	25.58	94.64	79.62
		U	44.75	44.30	37.69	45.45	95.96	82.49
		T	32.01	43.39	41.66	34.21	94.93	80.24
3.	Kachchh	R	20.72	39.63	34.63	28.18	82.86	56.87
		U	44.45	42.27	38.31	35.75	86.48	63.48
		T	26.68	40.07	35.52	29.34	83.81	58.60
4.	Kheda	R	29.64	42.51	44.40	46.22	91.19	72.64
		U	53.02	42.20	45.46	44.10	98.99	72.64
		T	34.35	42.46	44.62	45.56	92.74	72.64

1	2	3	4	5	6	7	8	9
5	Jamnagar	R	21.98	40.68	36.33	45.65	96.79	76.20
		U	44.35	44.48	40.30	46.74	61.30	53.89
		T	30.29	41.95	37.71	35.85	80.92	66.05
6	Junagarh	R	24.00	43.15	42.40	43.07	89.02	90.98
		U	44.40	44.72	45.60	40.09	91.70	92.10
		T	30.15	43.59	43.11	42.19	89.70	91.40
7	The Dangs	R	21.04	46.37	43.31	46.60	43.83	75.97
		U	—	0	0	0	—	—
		T	21.04	46.37	43.31	46.60	43.83	75.97
8.	Panchmhal	R	10.61	39.98	43.48	36.39	91.11	63.87
		U	49.27	44.13	44.00	40.35	87.64	75.73
		T	14.86	40.41	43.54	46.60	98.72	65.18
9.	Banskantha	R	8.92	33.88	36.16	28.78	96.10	58.13
		U	37.45	42.71	40.49	31.47	81.00	89.18
		T	11.36	34.75	36.64	28.92	94.80	6081
10.	Bharuch	R	29.00	46.01	47.72	44.35	96.90	91.91
		U	51.69	49.92	41.02	42.28	71.80	74.45
		T	33.17	46.63	46.66	44.39	92.10	88.57
11.	Bhavnagar	R	19.05	39.63	38.52	27.27	83.85	58.93
		U	46.10	44.22	42.59	48.07	70.14	58.17
		T	27.97	41.05	39.79	46.37	79.30	58.60
12	Maheşana	R	31.63	40.61	43.52	36.46	85.60	61.70
		U	49.22	43.82	46.07	39.91	85.09	69.32
		T	35.11	41.26	44.00	38.79	85.50	63.23
13	Rajkot	R	29.00	46.08	40.26	36.11	81.15	68.28
		U	53.05	49.33	45.65	42.72	65.02	61.04
		T	38.90	47.29	42.33	42.49	74.04	65.10
14	Vadodara	R	24.31	41.92	45.74	36.40	76.30	59.61
		U	58.83	46.12	46.52	42.48	90.86	85.09
		T	37.29	43.64	46.09	37.03	81.77	69.18
15.	Valsad	R	33.39	46.33	47.97	44.78	75.30	69.40
		U	55.46	46.26	46.76	46.48	73.50	72.06
		T	37.99	46.32	47.58	44.92	74.69	69.96
16.	Sabarkantha	R	23.16	44.19	46.07	41.95	86.68	71.21
		U	47.90	44.40	45.79	35.35	83.80	69.39
		T	25.54	44.20	46.04	41.82	86.40	71.03
17.	Surat	R	28.77	47.20	48.64	46.27	73.95	69.09
		U	50.80	48.00	44.65	44.80	81.51	79.45
		T	37.79	47.55	46.24	46.13	77.19	73.52
18.	Surender Nagar	R	17.50	40.08	48.64	46.27	73.95	69.09
		U	45.71	43.97	45.13	42.47	67.51	58.86
		T	25.55	41.05	42.59	30.44	75.71	57.26
19	Gandhi Nagar	R	33.65	41.36	43.03	38.12	85.51	62.68
		U	58.68	44.04	45.35	40.48	85.22	83.82
		T	38.84	42.12	44.17	39.52	85.46	66.81
Total		R	24.06	42.11	42.42	41.65	85.70	67.87
		U	51.13	45.60	44.38	43.20	79.81	72.52
		T	32.30	43.18	43.11	41.78	83.81	68.71

1	2	3	4	5	6	7	8	9
HARYANA								
1.	Ambala	R	24.30	44.18	45.09	—	82.33	72 16
		U	56.50	47.14	47.37	—	54 67	60.30
		T	35.00	44 92	45 40	—	72 97	68 51
2	Bhiwani	R	12.10	38 47	41 14	—	86 40	81 23
		U	38 90	47.58	44.62	—	61 74	54.23
		T	16.30	39 58	41.59	—	83.06	81 08
3	Fardabad	R	9.20	33 94	39.01	—	43.20	73 51
		U	44 00	46 80	44.56	—	69 69	63.58
		T	22.90	38.73	40.78	—	84.40	70 03
4.	Gurgaon	R	12.90	35 98	42 47	—	90 14	56 52
		U	48.90	46.48	47.68	—	70.29	60 45
		T	20 00	37.67	43 46	—	86 44	57.25
5.	Hissar	R	10.30	35 58	36 02	—	86 17	52.71
		U	44 10	51.13	48.08	—	50.70	50 60
		T	16 70	37 84	37 84	—	79 99	53.34
6.	Jind	R	8.00	36.60	38 22	—	90 80	59.36
		U	38.90	45 33	45.86	—	86 38	78.00
		T	12.20	37.81	39 10	—	90 26	61 61
7	Karnal	R	15 80	39.97	35.17	—	88 34	69 11
		U	48.80	48 54	49.84	—	48.13	52 00
		T	24.50	41.48	40.11	—	78 60	61.94
8.	Kurukshetra	R	16.50	40 91	40.55	—	81 13	60.93
		U	47.10	46.61	46 52	—	60 68	59.89
		T	21.60	41.86	41 14	—	77.25	60 72
9.	Mahendergarh	R	17.20	42.91	44.09	—	96 69	19.15
		U	42.50	46.48	51.59	—	67.89	61 48
		T	20.40	43.27	44.87	—	93.20	77.49
10.	Rothak	R	21.30	44.04	42.26	—	49 16	86 38
		U	49.40	48 45	47 49	—	58.09	59.44
		T	26.80	44.62	43.14	—	91.52	81 19
11.	Sirsa	R	13.00	58 86	44.34	—	81 50	66 15
		U	42.30	49.71	50 24	—	48 11	49.07
		T	18.90	42 60	45.40	—	78 84	62 30
12.	Sonepat	R	21.40	42 88	42.86	—	94 11	89.07
		U	49.30	45 12	48.43	—	58 74	56.34
		T	27 00	43.18	43.58	—	87.55	82.47
	Total	R	—	40.03	41.28	—	89 52	69.81
		U	—	47 42	47 48	—	59 43	58 66
		T	—	41.29	42.05	—	83.18	67.39

1	2	3	4	5	6	7	8	9
JAMMU & KASHMIR								
1.	Anantnag	R	8.60	36.28	—	—	85.58	53.65
		U	30.20	42.18	—	—	161.30	133.00
		T	10.90	37.06	—	—	90.57	59.88
2.	Palwamu	R	7.90	41.82	—	—	98.18	78.16
		U	22.50	48.54	—	—	33.91	34.15
		T	9.20	42.13	—	—	91.20	73.22
3.	Srinagar	R	4.30	32.67	—	—	94.23	50.48
		U	29.60	54.37	—	—	80.08	113.28
		T	24.70	48.46	—	—	84.48	91.82
4.	Badgam	R	5.10	37.42	—	—	82.71	56.29
		U	26.10	45.86	—	—	63.20	65.96
		T	8.00	37.60	—	—	82.28	56.52
5.	Baramula	R	6.40	34.32	—	—	89.02	51.53
		U	29.80	44.03	—	—	92.70	77.53
		T	9.60	35.87	—	—	89.49	54.98
6.	Kupwara	R	4.40	34.00	—	—	84.22	48.71
		U	20.20	46.15	—	—	103.94	98.42
		T	4.90	34.53	—	—	84.79	50.16
7.	Leh	R	9.60	43.37	—	—	99.83	83.82
		U	31.10	45.36	—	—	162.26	145.82
		T	12.10	43.69	—	—	104.98	89.11
8.	Kargil	R	2.30	32.51	—	—	90.47	51.05
		U	18.50	60.68	—	—	86.43	152.70
		T	3.10	34.73	—	—	90.24	56.83
9.	Doda	R	5.10	25.36	11.42	—	85.17	34.59
		U	44.70	46.42	46.12	—	115.82	85.82
		T	7.30	22.05	28.29	—	86.57	37.75
10.	Jammu	R	24.10	47.19	43.33	—	82.41	79.56
		U	52.20	48.18	49.68	—	63.95	61.47
		T	32.20	47.48	42.69	—	76.24	73.38
11.	Kathua	R	18.10	41.35	36.84	—	83.84	62.43
		U	44.00	46.87	33.87	—	63.95	60.94
		T	21.20	41.82	36.55	—	81.92	62.29
12.	Poonch	R	8.50	35.21	33.33	—	78.5	49.76
		U	52.10	45.75	47.82	—	81.82	67.17
		T	11.20	35.84	46.15	—	78.72	50.72
13.	Rajouri	R	12.50	40.73	43.09	—	75.61	57.70
		U	49.70	37.90	43.15	—	632.43	417.05
		T	14.30	40.09	43.10	—	95.34	70.77
14.	Udhampur	R	9.20	—	—	—	102.36	61.22
		U	55.30	—	—	—	91.38	163.28
		T	13.50	—	—	—	101.39	66.72
Total		R	—	—	—	—	86.89	58.38
		U	—	—	—	—	85.07	89.26
		T	—	—	—	—	86.60	63.35

1	2	3	4	5	6	7	8	9
KARNATAKA								
1	Bangalore	R	19.70	—	—	—	—	—
		U	55.00	—	—	—	—	—
		T	42.20	—	—	—	—	—
2.	Belgaum	R	18.00	—	—	—	—	—
		U	45.50	—	—	—	—	—
		T	24.10	—	—	—	—	—
3.	Bellary	R	12.60	—	—	—	—	—
		U	33.10	—	—	—	—	—
		T	19.30	—	—	—	—	—
4.	Bidar	R	9.80	—	—	—	—	—
		U	35.60	—	—	—	—	—
		T	14.30	—	—	—	—	—
5.	Bijapur	R	13.60	—	—	—	—	—
		U	34.10	—	—	—	—	—
		T	18.50	—	—	—	—	—
6.	Chikmagalur	R	30.00	—	—	—	—	—
		U	53.10	—	—	—	—	—
		T	34.00	—	—	—	—	—
7.	Chitradurga	R	30.00	—	—	—	—	—
		U	53.10	—	—	—	—	—
		T	34.00	—	—	—	—	—
8.	Dakshin Kannada	R	40.50	—	—	—	—	—
		U	60.80	—	—	—	—	—
		T	45.30	—	—	—	—	—
9	Dharwad	R	23.10	—	—	—	—	—
		U	42.40	—	—	—	—	—
		T	29.80	—	—	—	—	—
10.	Gulbarga	R	7.80	—	—	—	—	—
		U	32.40	—	—	—	—	—
		T	13.30	—	—	—	—	—
11	Hassan	R	22.10	—	—	—	—	—
		U	52.70	—	—	—	—	—
		T	26.40	—	—	—	—	—
12	Kodagu	R	40.70	—	—	—	—	—
		U	58.00	—	—	—	—	—
		T	43.30	—	—	—	—	—
13	Koral	R	14.90	—	—	—	—	—
		U	49.70	—	—	—	—	—
		T	22.60	—	—	—	—	—
14.	Mandya	R	16.10	—	—	—	—	—
		U	40.90	—	—	—	—	—
		T	19.90	—	—	—	—	—

1	2	3	4	5	6	7	8	9
15.	Mysore	R	13.00	—	—	—	—	—
		U	49.70	—	—	—	—	—
		T	23.00	—	—	—	—	—
16.	Raichur	R	9.80	—	—	—	—	—
		U	28.70	—	—	—	—	—
		T	13.40	—	—	—	—	—
17.	Shimoga	R	28.30	—	—	—	—	—
		U	53.10	—	—	—	—	—
		T	34.60	—	—	—	—	—
18.	Tumkur	R	21.10	—	—	—	—	—
		U	51.50	—	—	—	—	—
		T	25.10	—	—	—	—	—
19.	Uttar Kannad	R	33.80	—	—	—	—	—
		U	54.40	—	—	—	—	—
		T	38.90	—	—	—	—	—
	Total	R	—	—	—	—	—	—
		U	—	—	—	—	—	—
		T	—	—	—	—	—	—
KERALA								
1.	Alleppey	R	75.10	—	—	—	—	—
		U	75.20	—	—	—	—	—
		T	75.10	—	—	—	—	—
2.	Cannanore	R	56.00	—	—	—	—	—
		U	70.90	—	—	—	—	—
		T	59.50	—	—	—	—	—
3.	Emakulam	R	71.10	—	—	—	—	—
		U	75.60	—	—	—	—	—
		T	59.50	—	—	—	—	—
4.	Idukki	R	62.10	—	—	—	—	—
		U	71.50	—	—	—	—	—
		T	62.60	—	—	—	—	—
5.	Kottayam	R	79.20	—	—	—	—	—
		U	81.00	—	—	—	—	—
		T	79.40	—	—	—	—	—
6.	Kozhikode	R	61.80	—	—	—	—	—
		U	69.30	—	—	—	—	—
		T	63.80	—	—	—	—	—
7.	Malappuram	R	55.20	—	—	—	—	—
		U	57.70	—	—	—	—	—
		T	55.30	—	—	—	—	—
8.	Palghat	R	50.00	—	—	—	—	—
		U	65.80	—	—	—	—	—
		T	51.50	—	—	—	—	—

1	2	3	4	5	6	7	8	9
9.	Quilon	R	70.20	—	—	—	—	—
		U	70.10	—	—	—	—	—
		T	70.20	—	—	—	—	—
10.	Trichur	R	68.70	—	—	—	—	—
		U	76.00	—	—	—	—	—
		T	70.20	—	—	—	—	—
11.	Trivandrum	R	63.90	—	—	—	—	—
		U	71.50	—	—	—	—	—
		T	65.80	—	—	—	—	—
12.	Wayanad	R	51.50	—	—	—	—	—
		U	—	—	—	—	—	—
		T	51.50	—	—	—	—	—

MADHYA PRADESH

1.	Morena	R	6.60	32.20	28.60	25.36	99.00	66.00
		U	32.17	38.00	31.50	17.40	90.00	94.00
		T	10.09	33.30	29.10	25.20	98.00	70.00
2.	Bhind	R	11.35	36.60	33.20	31.20	90.00	75.00
		U	30.90	37.30	34.40	31.20	97.00	92.50
		T	14.67	36.70	33.40	31.50	99.00	78.50
3.	Gwalior	R	7.71	8.10	31.60	22.00	99.00	54.20
		U	40.45	42.20	40.30	44.40	100.40	98.50
		T	25.98	38.80	37.00	32.50	99.80	79.50
4.	Datta	R	7.30	33.10	29.00	26.60	95.80	53.00
		U	32.31	40.30	35.90	17.60	97.80	69.60
		T	12.26	34.70	30.32	25.20	96.30	56.50
5.	Shivpuri	R	4.41	25.90	26.10	22.60	99.50	40.60
		U	33.48	40.20	38.20	28.50	98.90	89.90
		T	8.12	28.50	28.10	22.80	99.40	47.50
6.	Guna	R	4.93	29.70	26.10	19.30	99.40	46.87
		U	35.60	40.00	35.30	17.70	99.30	85.60
		T	9.26	31.90	27.70	19.30	99.40	53.40
7.	Tikamgarh	R	5.70	35.50	55.40	36.40	94.40	74.50
		U	28.24	47.00	42.50	31.50	99.20	98.90
		T	8.44	36.60	36.50	33.90	94.80	76.40
8.	Chatarpur	R	6.07	31.40	23.70	23.30	98.80	64.00
		U	33.00	41.10	33.30	29.20	90.50	95.00
		T	10.24	33.70	27.30	23.70	97.20	70.20
9.	Panna	R	6.47	36.50	31.10	33.30	99.80	61.80
		U	35.57	43.20	35.90	31.20	99.40	87.80
		T	8.66	37.50	31.60	33.20	99.80	64.80
10.	Sagar	R	11.97	38.40	35.40	34.00	99.10	72.80
		U	45.19	42.90	42.90	34.90	99.30	89.10
		T	21.11	39.80	37.70	34.00	99.20	77.50

1	2	3	4	5	6	7	8	9
11.	Damoh	R	11 60	39 50	36 50	37 60	98.30	74 20
		U	46 37	46.00	43 60	40 07	98 90	96.90
		T	16 52	40 60	37.70	37.70	98.40	77 50
12	Satna	R	9 51	36 80	29.70	26 00	99 90	60 80
		U	33.82	32.60	31 40	29 70	99.60	78 30
		T	13.26	35 70	29 90	26.30	99 80	63 90
13.	Rewa	R	8 56	38.00	21 60	21 60	99.50	68 30
		U	31.68	42 20	31 90	27 10	91 90	75 20
		T	11 35	38 60	22 90	22 00	98 40	69.30
14.	Shahdol	R	4.73	32 70	27 30	28 50	94.30	43 20
		U	28 67	41 40	37.30	34 60	131 50	97 30
		T	8 78	35.00	30 10	28.90	100 90	52 90
15	Sidhi	R	4.26	29 40	20 20	23 90	99 80	46.30
		U	35 01	39 50	24 40	30 30	96 20	96.20
		T	4 79	29.70	20.30	23 90	99 70	47 10
16.	Mandsaur	R	8 69	34 70	30.70	26 90	99 10	61 50
		U	40 58	44 30	42 70	34 80	99 30	84 40
		T	15.06	37 10	32.80	27.80	99 20	67.00
17	Ratlam	R	5 90	31 80	27 90	25.20	97.40	46.70
		U	44.35	45 00	45 00	38 80	96 40	85.60
		T	17 59	36 90	33.30	25.90	97.10	59.10
18	Ujjain	R	5 74	30 90	30.90	27.20	95.20	46 70
		U	43.56	44.50	44 50	36.70	91 00	76.30
		T	19 72	36.90	36 92	30 40	93.60	58.10
19	Shajapur	R	5 05	29.10	23 60	23.90	98.40	44 80
		U	34.01	41.30	35.10	35.80	95 10	83 00
		T	9.29	31 70	25.00	25 10	97 90	51.30
20	Dewar	R	7 08	33.60	29 80	25.80	95.50	66 90
		U	37 55	42.00	37.90	36 30	96.60	95 30
		T	12.68	35.70	31.50	26.90	98.00	73.50
21	Jhabua	R	3.16	28.30	37.70	25.70	98.20	43.90
		U	43.38	111.80	47.30	37 20	90 80	63.00
		T	6 35	30 00	40 20	26 30	97.50	45 60
22	Dhar	R	6.65	35 40	34 50	30 70	98 60	63.70
		U	36 28	114.30	42 70	37 40	99 30	97 40
		T	10.27	36 70	35 50	30.90	98.70	67 70
23.	Indore	R	10 73	38 10	35 50	30 50	120 00	78.30
		U	50 46	46 00	45 10	39.70	106 00	97.80
		T	36.68	43.70	42.10	33.80	110 00	91 60
24	Khargom (West Nimar)	R	7 96	36 70	35 80	30.70	99 50	57.10
		U	37 27	41 20	39 10	36 30	100 90	76.50
		T	12 19	37 50	36.30	31.00	99 70	60 10
25	Khandwa (East Nimar)	R	10 68	35.40	31.10	27 60	92 40	53 80
		U	41.56	45 10	39 90	35 10	108 00	87.20
		T	18.91	38.50	33.50	27.90	99 50	63.00

1	2	3	4	5	6	7	8	9
26.	Rajgarh	R U T	3 50 32 24 7 21	27 90 39.30 30 40	22 40 35 20 24.50	19.80 40.60 22.10	88 60 169 00 101 00	32 20 70.40 38 00
27.	Vidhisha	R U T	7.16 42 25 13 07	33.60 43 80 35.90	30 20 40.70 32 20	25.30 53.1 27 70	94 70 108.00 97 20	53 30 90 30 59.80
28	Bhopal	R U T	4 65 47.71 37 38	33 30 45 60 30 00	31 90 40 10 40 30	30 50 45 60 42 90	104.90 87 90 91 80	56.80 80 30 74.70
29.	Schore	R U T	5.89 35 74 9 78	33 80 42 90 35 50	28.70 45 40 31 10	30 00 35 90 30.30	97.60 108 00 90 00	59.60 94.30 64 70
30	Raisen	R U T	9.06 34.32 11.52	36.40 42.30 37 20	30 10 42.90 31 60	29.60 37 60 30 10	96 47 111 60 98 20	58 90 87 60 62.30
31.	Betul	R U T	12 88 44 59 117.42	43.50 47.10 44 10	43.50 48 10 44.70	36 50 49 50 37.00	98 30 98 90 98 40	80.50 107 00 84.90
32	Hoshangabad	R U T	12.97 49.29 21 88	38 90 45 00 40 80	37 20 46.10 39 70	33.20 41 90 33.90	98 87 96 80 98 30	68.70 98.20 76.10
33.	Jabalpur	R U T	12 27 48 54 28 05	40 30 47 10 43.50	37.10 44 00 41 10	35 20 42 00 36.60	108 50 82.50 96.30	78 70 83.50 80 90
34.	Narsimpur	R U T	16.83 50 59 21.32	43.10 44 20 43 30	41 30 42 20 41.40	40 50 18.50 37 50	98 60 103.90 99 40	83 30 94.40 84.80
35	Mandla	R U T	8 59 46 56 11 16	38.10 46 70 38 90	38 10 46 70 38 90	36 20 43.80 36.40	99.00 106 00 99.50	56 20 99 40 59 20
36	Chhindwara	R U T	11 10 42 50 17 42	40.20 46.60 41 70	42.50 54.30 43.20	34 50 49 90 36.00	99.30 96 30 98.70	74 50 97 40 79.30
37.	Seoni	R U T	12.72 50.66 15 53	41 80 41.50 41.80	43 00 48.00 43 40	37 90 46 90 38.10	100.60 97.20 100 30	69 10 84 30 70.20
38	Balghat	R U T	18.43 44 55 20.59	45 30 48 60 45.50	48 60 46.70 48.40	43 40 46 60 43 50	100 20 84 70 98 90	85 30 85 20 85.30
39.	Surguja	R U T	5 02 37.18 7 66	38 00 43 10 38 70	37 80 42.40 38.50	38.30 40 50 38 40	99 80 98 70 99 70	73 00 82.70 74.00
40.	Bilaspur	R U T	10.14 41.93 14 36	34.50 44 30 36 30	32.50 42 60 33 60	31 90 40.80 32.50	99 50 88 70 97.70	51.20 74.70 55 00

1	2	3	4	5	6	7	8	9
41.	Rajgarh	R	11 86	41 90	39 70	40 70	92 00	64.60
		U	39.89	45 00	38 10	43 50	165.00	83.60
		T	14 08	42.20	39.50	89 30	98.40	66 30
42	Rajnandgaon	R	9 19	46 50	40 80	46 50	97.90	67 90
		U	42 73	42 40	47 40	42 40	108.00	73.70
		T	13.17	46.40	41 80	46 40	99 30	68.60
43	Durg	R	15 95	41 80	40 10	42.20	97 70	76.10
		U	42.78	44 80	41.90	42.00	111 00	73.00
		T	24 04	42.80	40 60	42 20	102 00	75 10
44	Raipur	R	11 82	39 10	36 90	37 00	97 20	67 40
		U	42 90	45.40	39 40	43.10	108 00	60 90
		T	16 84	40 30	37 20	37 40	99.70	65.90
45	Bastar	R	5.17	36 30	37 90	33 30	92.60	46 00
		U	42 10	47.40	42 80	45.50	80 60	97 80
		T	7 30	37.20	38 40	33 70	91.80	49.30
	Total	R	8.99	36.50	33.83	34 00	98.30	59.90
		U	42 26	43 80	42.36	40 40	100 40	85.20
		T	15 53	38.40	35.92	34 40	98 80	65 40

MAHARASHTRA

1.	Bombay	R	-	-	-	-	-	-
		U	60 75	46 89	45.50	45 35	74 31	70.56
		T	60 75	46.89	45 50	45.35	74.31	70.56
2	Pune	R	28.91	45 23	42 79	42.77	87 11	79.86
		U	57.75	47 20	41.54	46 53	89 95	83.48
		T	42 14	46 25	72.48	44.25	88 51	81 65
3.	Ahmed Nagar	R	25 91	44.03	36.44	37.64	94.36	79.47
		U	52 74	44.03	36.44	37.64	90 37	77.78
		T	28.89	44.24	37.17	37.95	93.79	79.23
4.	Solapur	R	20 87	42.94	49 75	36.92	95.04	76.64
		U	41.34	45.03	44.08	36.71	95.04	82.24
		T	25 96	43 58	47.87	36 84	95.03	78.35
5.	Raigad	R	30.66	47 74	47 13	36.04	83 25	81.24
		U	58 20	46 57	44.94	45.84	93.65	84.56
		T	34.27	47 58	46.76	37.33	84.72	81.71
6.	Kolhapur	R	24.31	46 24	42.74	43 43	86.87	77 59
		U	51.51	47 50	47 92	45.59	89.07	86.23
		T	30.79	46 56	44 30	44 28	87 45	79 89
7.	Sangli	R	29.41	46 26	44.37	44 10		88.72
		U	49.39	48 38	64 50	34.64	74 88	75 48
		T	33.60	46.63	48 06	42 26	93 59	85 89
8	Salara	R	32.77	47.09	44.86	38 80	92 93	88.17
		U	56.73	46 04	46 08	42.83	95.08	92.25
		T	36.67	46 96	45.06	39 65	93.21	88.72

1	2	3	4	5	6	7	8	9
9.	Sindhudurga	R U T	— — —	48 54 46.55 48.43	50 82 43 46 50.51	40 35 23 33 38 81	89 79 84 06 89.39	91.86 82 88 91.24
10	Rainagiri	R U T	36.29 61 77 38.15	47.29 48 53 47.40	48 86 47.98 48 70	43 85 38 00 43.26	85.20 86.94 85.35	81.52 88 07 95 55
11.	Nasik	R U T	23.50 51 15 31 85	44.96 46 95 45 66	44.91 43 11 44 05	40 33 42.74 40 85	95.20 90 00 93 48	82 59 92.00 85.70
12.	Thane	R U T	27.01 57 73 40.15	43 33 46 02 44.78	46 72 43 42 44.59	34 98 47 14 36 63	91 39 93 44 92 45	76 30 87 00 81 86
13	Dhule	R U T	20.79 48 24 26.01	42 86 45 81 43.48	43.79 44 90 44 14	43.35 39.29 43 98	85 86 90.00 86 87	66 89 94.13 72 20
14.	Jalgaon	R U T	29 86 48.10 34.39	44.18 45.85 44 62	39 55 44 15 40 90	34.62 40 88 35.59	94.66 94.99 94 73	84 03 92 25 86 12
15	Aurangabad	R U T	13 62 43 24 19.96	38.65 46 05 40 77	35.79 41 09 37 76	32.82 45 15 34 86	96 03 91 99 94 98	65 43 90 99 72 07
16	Jalna	R U T	— — —	36.07 45.33 37.81	51.58 45.16 35 75	30 95 38 05 31 82	89.95 94 99 90 71	59.76 97 54 65 61
17	Parbhani	R U T	11 07 37.28 15.53	38 37 43 04 39 53	36.32 40.75 37 19	32.01 39 28 32 79	91 21 90 00 90 97	52.56 88.34 67 68
18.	Nanded	R U T	11 15 35 80 15 67	39 14 44.95 40 49	38.11 39.46 38.33	36.68 37 55 36 81	94.28 97 29 94 84	64.13 81 97 67.74
19.	Osmanabad	R U T	18.48 38.00 21.40	44 88 44 09 44.76	43 63 41.61 43 27	35.92 32 93 35.36	87 71 94 99 88 63	74 39 92 85 76.72
20.	Latur	R U T	— — —	45.18 46.69 45 47	39 67 46.16 40.97	35 04 42 90 36 55	95 00 92 00 94.50	86 08 94 98 87.55
21	Beed	R U T	13.63 37.81 17.27	39 35 45 06 40 53	37.96 43.09 38 97	32 89 38.87 33.91	97.76 91 99 96 86	67.54 94 99 71 82
22	Nagpur	R U T	29.28 56 03 44 62	46 77 46 64 46 70	47.32 49 47 48.62	45 61 46 60 46 12	93.05 96 11 94 79	86.13 97 71 92 13
23	Bhandara	R U T	26 25 51.47 29.49	46.44 47 48 46 58	47 83 48.06 47 85	44 40 42.71 44.17	86 33 95.99 88 03	81.51 95 06 83.29

1	2	3	4	5	6	7	8	9
24.	Wardha	R	35.27	47.73	47.69	47.28	90.49	81.42
		U	56.54	47.54	47.15	45.02	98.00	91.44
		T	40.53	47.68	47.54	46.89	92.36	89.92
25.	Chandrapur	R	18.67	45.09	46.38	44.82	82.45	73.75
		U	47.50	46.22	44.33	44.75	89.99	91.99
		T	22.22	45.34	45.80	23.61	83.75	76.90
26.	Gadchiroli	R	—	41.51	44.68	38.75	78.40	62.14
		U	—	47.53	47.98	44.73	88.82	92.36
		T	—	41.86	44.88	38.87	79.01	63.62
27	Amaravali	R		45.20	45.78	39.77	62.32	73.63
		U	54.14	48.51	46.44	44.33	95.75	83.72
		T	42.55	46.28	45.97	40.46	86.42	76.71
28	Akola	R	30.57	45.15	42.55	45.85	97.62	89.27
		U	50.43	46.87	46.87	47.08	94.99	91.98
		T	35.45	45.62	45.41	46.02	96.93	89.99
29	Vavatmal	R	22.82	42.64	43.27	42.37	90.12	71.32
		U	50.29	47.30	43.58	42.53	97.99	97.97
		T	26.86	43.41	43.51	42.38	91.30	75.35
30	Buldhana	R	25.77	42.51	43.26	34.29	95.98	78.26
		U	48.87	46.46	39.88	39.40	86.99	96.61
		T	29.97	43.30	40.31	34.88	86.16	81.64
	Total	R	24.88	44.16	44.99	40.35	91.08	77.62
		U	54.65	46.60	45.03	44.19	85.50	81.76
		T	34.79	45.05	43.87	41.12	89.05	79.14
MANIPUR								
1	Imphal	R	—	49.08	51.15	44.05	83.37	79.64
		U	—	47.03	47.78	35.69	78.19	72.90
		T	—	48.61	50.72	45.23	81.48	77.19
2	Bishunpur	R	—	42.22	51.34	43.36	99.52	87.51
		U	—	46.79	—	45.95	99.41	88.76
		T	—	43.65	51.34	44.64	99.48	87.92
3.	Thoubal	R	—	44.70	46.43	49.12	97.69	80.76
		U	—	39.87	—	29.03	95.15	69.91
		T	—	43.11	46.43	43.78	96.79	76.94
4	Chandel	R	—	42.25	47.37	41.76	77.28	69.02
		U	—	26.72	—	25.93	19.84	8.53
		T	—	41.77	47.37	41.52	69.46	60.79
5.	Churachandpur	R	—	46.25	26.67	45.94	97.36	90.15
		U	—	45.70	36.36	45.07	98.66	91.12
		T	—	46.13	29.27	45.75	97.61	90.33
6.	Senapati	R	—	42.25	44.70	42.09	77.53	57.95
		U	—	38.48	—	38.60	49.16	31.27
		T	—	42.12	44.70	41.96	75.77	56.29
7.	Tamenglaong	R	—	46.33	—	48.96	61.66	63.06
		U	—	49.73	—	47.62	77.40	78.47
		T	—	46.60	—	48.94	62.74	64.12

	3	4	5	6	7	8	9
	R	—	51.11	—	51 26	63 80	63 69
	U	—	52 49	—	53 22	97 73	99 40
	T	—	51.29	—	51.50	66 18	66.20
	R	—	46 26	50 12	45 68	84.62	75.97
	U	—	45.73	48.46	45.75	84 12	73 53
	T	—	46 12	49 88	45.69	84 48	75 31
s	R	29 90	51.62	48 56	51.78	46 87	49 45
	U	60.00	50.23	52 09	48 79	71 69	66 74
	T	40 30	51 25	51.52	51.21	54 31	54 65
lls	R	29.40	48.32	—	48.32	79.95	77 43
	U	46.90	47.54	—	47 54	69 87	66.66
	T	29.70	48 31	—	48 31	79 84	77 33
v	R	27.40	48.61	45 76	48 61	42 98	39.22
	U	36.30	52.25	50.98	52.25	58 31	56 91
	T	27.70	48.76	49.52	48.76	43 48	39 80
lls	R	15.40	46.34	49 08	46.56	60.10	50.84
	U	55.50	49 49	40 38	50 51	51 67	52 89
	T	19.50	46.60	48 62	46 80	59.21	51 06
	R	21.00	55.96	42 50	56 05	44 27	47.91
	U	61.80	50.89	—	51.74	61.33	82 93
	T	24.40	55.41	42 50	55 60	45 46	50.31
	R	—	49.67	48 85	49 93	54 50	52 53
	U	—	50 20	50.00	49 47	67.48	65 07
	T	—	49 74	49.13	49.88	56 54	54 49
	R	56.80	48.83	—	48 83	83.85	83.61
	U	71.70	49.76	—	49.76	76 40	82 00
	T	61.00	49 11	—	49 11	82 17	83 09
	R	45.90	47.55	—	47 55	99.46	97 05
	U	69.60	48.90	—	48 90	97.76	96.63
	T	50.50	48 00	—	48.00	98 88	96 91
ui	R	25.90	41 42	—	41.42	90 04	87.57
	U	54.60	48.40	—	48 40	90.94	95 05
	T	28 70	42 39	—	42 39	90 12	88 27
5)	R	—	46 96	—	46 96	87 75	86 65
	U	—	49 48	—	49 48	83.32	85.65
	T	—	47 64	—	47 64	86 47	86.36
ID	R	31.60	42.81	Nil	42 81	49 59	40 30
	U	58.10	52 32	—	52.32	95.41	90 06
	T	34.80	45.98	—	45 98	54.86	45 82

1	2	3	4	5	6	7	8	9
2	Mon	R	10.20	47.51	Nil	47.51	39.38	37.47
		U	41.80	41.46		41.46	96.71	72.14
		T	12.30	46.74		46.74	43.58	40.00
3	Zunheboto	R	35.70	48.58	Nil	48.58	40.43	42.41
		U	58.50	49.39		49.39	94.64	87.25
		T	38.10	48.30		48.30	47.08	47.92
4.	Phak	R	25.30	44.70	Nil	44.70	72.76	67.47
		U	0	46.31		46.31	87.74	07.04
		T	25.30	44.72		44.72	73.69	63.71
5	Mokokchung	R	55.70	48.20	Nil	48.20	73.36	44.67
		U	64.90	48.85		48.85	67.36	67.05
		T	57.20	48.32		48.32	72.33	48.53
6.	Kohima	R	33.20	31.67	Nil	31.67	53.67	45.11
		U	55.60	37.00		37.00	26.26	21.29
		T	38.70	32.87		32.87	42.19	35.13
7	Tuensang	R	20.90	46.69	Nil	46.69	48.72	45.40
		U	56.80	49.14		49.14	83.44	72.38
		T	23.30	46.89		46.89	52.36	48.24
	Total (State)	R	—	43.44	Nil	43.44	54.17	46.03
		U	—	45.26		45.26	46.14	37.99
		T	—	43.74		43.74	52.48	44.35

ORISSA

1.	Balasore	R	27.48	44.20	41.35	35.95	94.99	80.25
		U	37.47	47.17	41.62	35.91	93.50	56.97
		T	28.26	44.42	41.36	35.95	94.86	78.24
2	Bolangir	R	9.01	39.34	37.60	37.09	77.50	46.26
		U	35.03	45.16	42.14	37.87	87.01	72.01
		T	11.31	40.05	38.08	37.12	78.36	48.61
3.	Cuttack	R	30.65	44.67	41.68	37.31	92.24	73.68
		U	49.41	45.91	43.94	39.08	98.41	93.75
		T	32.37	44.81	41.84	37.41	92.81	73.50
4	Dhenkanal	R	19.89	42.93	37.59	37.96	89.32	66.60
		U	43.43	46.42	37.49	37.34	87.34	71.81
		T	21.54	43.22	37.58	36.97	89.20	66.94
5.	Ganjam	R	13.40	38.30	33.30	39.26	80.62	49.75
		U	40.27	45.31	41.33	41.08	98.50	76.03
		T	17.08	39.43	34.36	39.28	83.11	53.43
6	Kalahandi	R	6.23	34.25	35.26	31.47	71.99	35.50
		U	31.26	40.32	39.43	41.03	90.03	88.34
		T	7.68	34.72	35.48	31.67	73.02	38.55
7.	Keonjhar	R	15.34	42.55	42.49	39.00	85.42	63.53
		U	33.26	42.99	43.44	38.71	91.33	69.47
		T	17.24	42.56	42.59	38.99	86.00	64.12

1	2	3	4	5	6	7	8	9
8.	Koraput	R	5.31	34.21	36.27	30.38	75.34	64.12
		U	35.15	44.86	41.19	37.86	98.06	40.25
		T	8.57	35.60	36.80	30.66	77.73	81.73
9.	Maujarbhanj	R	12.09	41.09	42.44	38.78	71.30	47.58
		U	46.32	47.11	44.11	44.58	71.41	69.22
		T	13.90	41.43	42.61	36.92	71.31	48.80
10	Phullabani	R	9.82	39.54	39.13	38.43	87.77	56.83
		U	42.79	46.69	43.43	46.45	92.52	84.61
		T	11.44	39.98	39.39	38.57	88.02	84.61
11	Puri	R	27.65	44.45	41.63	36.17	93.49	75.48
		U	53.41	46.06	43.16	42.95	99.55	92.89
		T	31.15	44.78	41.79	37.15	94.39	78.10
12	Sambalpur	R	16.47	42.45	40.75	39.27	76.55	57.41
		U	37.33	46.30	43.59	42.90	92.75	71.31
		T	19.54	43.04	41.23	39.61	78.81	59.50
13.	Sundargarh	R	15.36	42.01	41.94	40.84	70.74	51.90
		U	46.23	44.95	42.02	44.77	75.98	60.01
		T	24.15	42.85	41.97	41.26	72.32	54.44
	Total	R	18.45	41.61	39.68	36.24	83.94	60.31
		U	42.72	45.63	42.44	41.72	92.23	77.09
		T	21.12	42.09	39.94	36.51	84.87	62.23
PUNJAB								
1.	Amritsar	R	26.08	45.40	42.10	-	93.40	94.50
		U	51.48	47.60	46.20	-	99.80	80.20
		T	34.40	44.90	42.80	-	94.60	91.30
2	Bathinda	R	14.72	42.40	36.40	-	88.50	76.50
		U	39.40	49.10	43.80	-	66.30	80.30
		T	20.29	43.63	37.60	-	84.30	77.20
3.	Fardkot	R	22.14	43.80	39.17	-	92.00	77.90
		U	42.78	46.60	42.80	-	55.10	55.50
		T	26.87	44.20	40.20	-	84.40	73.40
4.	Ferozpur	R	17.94	42.70	38.80	-	94.80	81.50
		U	45.34	45.80	39.87	-	75.00	73.40
		T	24.17	43.34	38.96	-	90.30	79.60
5	Gurdaspur	R	32.23	47.71	44.40	-	95.50	97.20
		U	49.62	46.69	45.30	-	15.00	15.00
		T	35.99	47.00	44.50	-	74.60	76.00
6.	Hoshiarpur	R	39.20	47.90	46.80	-	87.50	91.90
		U	53.34	48.90	47.40	-	53.00	60.10
		T	41.19	47.74	47.06	-	84.40	88.00
7.	Jalandhar	R	36.80	46.50	43.60	-	94.30	96.90
		U	53.03	49.00	46.20	-	56.20	68.70
		T	42.46	47.80	44.20	-	84.70	87.30

1	2	3	4	5	6	7	8	9
8.	Kapurthala	R	33.19	47.10	44.50	-	83.15	89.60
		U	50.62	46.40	45.90	-	35.70	34.80
		T	38.27	47.00	44.73	-	71.20	74.90
9.	Ludhiana	R	36.69	46.80	34.70	-	98.80	85.70
		U	54.75	47.80	46.90	-	41.00	42.10
		T	44.50	46.30	45.12	-	73.70	68.00
10	Patiala	R	24.36	43.8	41.2	-	86.5	80.6
		U	55.98	47.9	45.0	-	67.6	69.50
		T	33.70	44.6	41.73	-	82.3	78.1
11.	Rupnagar	R	34.10	46.3	44.3	-	94.4	94.9
		U	54.79	51.4	47.5	-	86.1	98.9
		T	38.94	47.16	44.9	-	92.9	95.6
12	Bangrur	R	18.86	42.9	37.6	-	81.7	69.8
		U	35.37	44.3	43.9	-	70.9	66.2
		T	22.68	43.17	38.8	-	79.5	69.1
	Total	R	27.63	45.10	42.4	-	91.3	86.3
		U	49.73	47.60	45.4	-	58.7	58.8
		T	33.70	45.43	43.0	-	83.4	79.5

RAJASTHAN

1	Ganganagar	R	8.78	32.98	22.73	23.85	72.82	39.71
		U	35.78	41.71	34.30	40.32	80.30	63.65
		T	14.16	35.42	25.15	36.08	74.40	44.70
2.	Bikaner	R	4.19	20.37	12.21	6.25	74.20	21.86
		U	38.55	47.31	33.71	29.17	80.05	53.76
		T	17.57	33.24	20.17	16.07	76.27	33.88
3.	Churu	R	3.38	21.54	18.47	14.97	73.93	20.20
		U	25.44	34.97	27.65	14.79	66.26	37.85
		T	9.81	25.61	20.27	14.57	71.73	25.32
4.	Jhunjhunu	R	8.50	34.02	28.14	28.19	98.73	48.72
		U	22.80	32.54	29.56	36.43	92.72	44.59
		T	11.40	33.74	28.43	29.06	97.51	47.78
5	Alwar	R	7.79	28.69	24.88	19.36	98.13	46.03
		U	41.40	42.13	35.18	41.37	93.26	82.19
		T	11.38	30.48	25.89	20.56	97.55	50.35
6	Bharapour	R	5.76	26.80	21.76	28.95	89.23	39.01
		U	30.78	39.02	30.94	37.72	92.40	62.39
		T	10.08	29.25	23.48	37.46	89.75	43.28
7	S.Madhampur	R	5.18	20.50	15.02	18.64	81.63	26.74
		U	27.45	38.85	30.33	31.24	84.97	56.40
		T	8.16	23.12	16.97	18.95	81.99	30.65
8.	Jaipur	R	5.28	21.91	19.07	17.91	89.53	31.54
		U	38.39	39.33	33.07	23.99	92.47	64.85
		T	17.18	28.60	22.78	18.88	90.91	43.82

1	2	3	4	5	6	7	8	9
9.	Sikar	R U T	6 01 21.25 9.08	25.48 33.30 26 78	17.23 26.06 18 54	23.00 35.57 24.00	51 89 53.49 52 12	43.08 41 28 42.71
10.	Ajmer	R U T	5.89 44 09 21 92	25.26 41.94 32.93	21.87 41.94 32.10	20.76 41.93 25.48	79 28 85.67 81 49	40.64 66.46 51 63
11	Tonk	R U T	4.76 24.19 8.28	24.18 39 12 27 17	18 34 34.83 21 44	16.51 33 74 16 93	97.76 85.35 95 58	33.01 57.40 37.35
12	Jaisalmer	R U T	1 57 30.10 5 25	15 85 36 68 19.86	18.98 25.05 19.51	13 73 8.22 13 39	91 86 76 48 89.08	20 33 68.57 36 54
13.	Jodhpur	R U T	2 74 37 17 14 47	18.88 24.19 21.78	12 11 34.80 20.20	10.90 29.12 15.82	91 86 76 64 86 45	29 81 61 68 43 72
14.	Nagaur	R U T	4.81 21 00 7.11	23.09 34.64 24 59	15.40 27 24 16.18	14 90 11 11 14 65	83 71 62 04 80.50	26.45 33 21 27 46
15.	Pali	R U T	5 79 22 82 8 83	22.98 37 62 25.99	17.98 24 30 18 10	15 60 21.15 16 08	92 38 91 20 92.16	26.25 61 49 40 97
16	Banmer	R U T	1.77 24 83 3.71	14 45 36.98 17.15	17.67 37.45 21 86	10 28 13.92 10 42	98 32 87 74 97.29	17 99 55.28 21 52
17.	Jalore	R U T	2.94 22 13 4 43	16.06 33.92 17 57	17.98 24 30 18 10	7 30 10 77 7.55	84 84 88 93 85 12	17 41 69 38 20 19
18.	Sirohi	R U T	4.84 34.54 9 92	24 59 39.69 27.90	17 67 30 45 21.86	18.60 30.38 19.67	19 30 85.12 89 12	35 33 90 52 43.62
19.	Bhilwara	R U T	5.49 30.23 8.97	21.72 38.66 25.40	16.32 26.47 18 20	15.84 20 36 16.16	89.29 95.64 90.37	27 61 68.02 34.24
20.	Udaipur	R U T	5.21 43.97 10 76	24.75 45.80 29.22	24.18 40 60 28 50	17.46 32.05 17 96	90 11 75.51 87.77	31.54 66 49 37 20
21	Chittor	R U T	5 43 36.22 9.35	30.63 43 16 28 53	19.31 34.86 21 73	18.40 34 90 18.76	88 70 75.46 90.91	31 94 95.62 39.23
22.	Durgapur	R U T	5.68 43.89 7.97	29 41 42.73 31.62	30.55 39 76 31 79	26 72 30 23 26.79	NA NA NA	NA NA NA
23.	Banswara	R U T	4.96 48.22 7.50	29.41 44.65 30.56	33.16 43.68 34 07	27 14 43.88 27.45	NA NA NA	NA NA NA

1	2	3	4	5	6	7	8	9
24	Bundi	R	4.62	25.87	22.76	21.05	NA	NA
		U	29.82	40.49	34.87	23.06	NA	NA
		T	8.92	29.32	25.18	21.13	NA	NA
25	Kota	R	7.41	28.51	24.91	28.47	NA	NA
		U	39.34	37.84	37.35	37.68	NA	NA
		T	17.39	32.06	28.35	29.18	NA	NA
26	Jhalawar	R	5.44	24.74	19.21	17.86	NA	NA
		U	38.70	42.88	49.53	38.28	NA	NA
		T	9.27	27.79	23.77	19.29	NA	NA
27	Dholpur	R	NA	22.69	19.20	20.23	NA	NA
		U	NA	36.41	28.35	42.86	NA	NA
		T	NA	24.76	20.37	20.90	NA	NA
	Total	R	5.46	24.79	19.80	21.58	NA	NA
		U	34.45	37.58	34.29	30.45	NA	NA
		T	11.42	28.02	22.53	22.06	NA	NA
SIKKIM								
1	East	R	22.85	45.12	43.54	48.59	82.03	67.03
		U	46.70	48.36	48.06	54.76	37.00	34.08
		T	29.77	45.58	44.06	49.79	68.3	57.3
2	North	R	16.05	43.33	46.81	43.80	63.00	48.9
		U	44.40	—	—	—	—	—
		T	16.78	43.33	46.81	43.80	63.00	48.9
3	South	R	18.87	45.26	50.00	44.23	78.00	65.08
		U	38.12	—	—	—	—	—
		T	20.16	45.26	50.00	44.23	78.00	65.08
4	West	R	12.60	43.87	46.39	46.71	38.3	65.08
		U	35.80	—	—	—	—	—
		T	13.04	43.87	46.39	46.71	38.3	65.80
	Total	R	18.24	44.68	46.08	46.25	78.4	64.8
		U	45.42	48.36	48.06	54.76	31.2	29.2
		T	22.20	44.91	46.29	56.90	70.1	58.9
TAMIL NADU								
1	Anna	R	—	—	—	—	98.26	97.09
		U	—	—	—	—	95.25	83.40
		T	—	—	—	—	97.73	94.48
2	Cengalpattu	R	25.66	—	—	—	100.48	97.72
		U	51.94	—	—	—	101.27	97.51
		T	35.75	—	—	—	100.75	97.64
3	Chidambaranar	R	—	—	—	—	94.40	95.92
		U	—	—	—	—	97.65	95.87
		T	—	—	—	—	98.75	95.90
4	Coimbatore	R	29.14	—	—	—	99.39	99.47
		U	54.05	—	—	—	99.38	97.49
		T	41.59	—	—	—	99.35	98.59

1	2	3	4	5	6	7	8	9
5	Dharamapuri	R	15 81	—	—	—	101.28	96.38
		U	45 75	—	—	—	107 13	79 68
		T	18.60	—	—	—	102 00	94 40
6.	Kannarajar	R	—	—	—	—	98.24	91 44
		U	—	—	—	—	103 79	95 41
		T	—	—	—	—	100 03	92 83
7	Kanayakumari	R	56 90	—	—	—	98 37	95 45
		U	69 49	—	—	—	91 30	85.27
		T	59 08	—	—	—	97 13	93 58
8.	Madurai	R	24 26	—	—	—	100.09	94.69
		U	54 00	—	—	—	98.86	96 75
		T	34 94	—	—	—	99 06	95 57
9	The Nilgiris	R	38.28	—	—	—	95 30	88.38
		U	51.82	—	—	—	106.32	95 72
		T	44 79	—	—	—	100.16	91 75
10	North Arcot	R	22 50	—	—	—	90.10	83 79
		U	46.60	—	—	—	98.84	98 59
		T	28.04	—	—	—	99 05	86 31
11.	Pasumponmuthu	R	—	—	—	—	103 69	89 74
		U	—	—	—	—	93.27	93.78
		T	—	—	—	—	101 12	90 72
12.	Penyar	R	21.47	—	—	—	97 04	96 45
		U	48 21	—	—	—	103 32	92 23
		T	27 31	—	—	—	98.28	95 57
13.	Pudukkottai	R	19 45	—	—	—	101.10	94.45
		U	53.11	—	—	—	97.62	91.98
		T	23 86	—	—	—	100.56	94 07
14	Ramnatha P	R	24.75	—	—	—	97.99	92 41
		U	50.97	—	—	—	92 63	86.64
		T	32.02	—	—	—	96 70	91 00
15.	Salem	R	21.11	—	—	—	98.97	98 27
		U	45 18	—	—	—	99 61	99 19
		T	28.07	—	—	—	98.54	98 57
16.	South Arcot	R	18.63	—	—	—	100.41	97 37
		U	51.73	—	—	—	101.25	92 19
		T	23.81	—	—	—	100 55	96.58
17	Tanjavar	R	32.59	—	—	—	106.19	92.66
		U	55.77	—	—	—	103.05	98.48
		T	37.94	—	—	—	105.59	94 07
18	Tiruchy	R	23.86	—	—	—	99.72	99 56
		U	57.81	—	—	—	100.40	97.41
		T	32 61	—	—	—	99 87	98 99
19.	Triunelveli	R	35.94	—	—	—	99.28	96.98
		U	52.08	—	—	—	96.33	91.17
		T	41.45	—	—	—	98.33	94.96

1	2	3	4	5	6	7	8	9
20	Madras	R	—	—	—	—	—	—
		U	60 69	—	—	—	99 01	97 32
		T	60 69	—	—	—	99 01	97 32
	Total	R	25 80	—	—	—	100.01	94 85
		U	53.90	—	—	—	99 65	85 80
		T	34.99	—	—	—	99 46	95 18
TRIPURA								
1	West Tripura	R	29.90	45.24	44 66	44 06	146 32	124.55
		U	68.10	47.92	46.09	45.01	101 83	96 50
		T	35.80	45.54	44 76	44 08	139.89	120 50
2	North Tripura	R	29 80	44.19	44 42	38.23	138.22	113.36
		U	69.40	47.11	46.63	45.07	111 08	101 77
		T	32 50	44 50	44 35	38.25	136 49	112 62
3	South Tripura	R	21 70	42.66	44.06	37.01	127 91	100 19
		U	60.80	47.92	47 08	38 71	107.40	101 68
		T	24.50	42 96	44.31	37 02	126 66	100 28
	Total	R	27 06	44 27	44 45	40.36	138 63	114 34
		U	67.10	47.78	46 50	44 66	104 33	98 28
		T	32.00	44 55	44 60	40.41	135 21	112.73
UTTAR PRADESH								
1	Meerut	R	13 89	35 64	31.51	—	69 18	43 14
		U	34 23	42.11	42 02	—	62 67	94 21
		T	20 30	37 66	33 92	—	67 06	59 21
2	Gaznabad	R	13.33	36 01	30 63	—	57.49	34 45
		U	36 91	41.79	40 71	34.25	68.88	96 14
		T	21 32	38 32	35.00	34 25	61.50	56.16
3	Muzaffarnagar	R	13 64	31 48	28 23	—	71.89	34.75
		U	31 17	38.68	37.24	—	52 61	96 92
		T	17 50	33 34	29 60	—	64 27	48 20
4	Bulandshahar	R	10.19	28.97	24.20	—	91.93	31 63
		U	26 34	34 13	32 42	—	81 86	44 95
		T	13 34	30.12	26 54	—	90 09	34.13
5	Saharanpur	R	10 32	30 62	25.41	—	58 58	18 48
		U	39.05	41 57	38 53	—	57 80	96 25
		T	18 06	33 76	27 80	—	58 37	39 64
6	Agra	R	9 95	31 52	27 78	—	81 06	42 32
		U	35.65	39 43	37 02	—	93 55	40.98
		T	19 92	34 25	31 42	—	85 85	41 81
7	Mathura	R	7 50	28 89	24 13	—	80 04	34 36
		U	32 73	42 12	34 69	—	68.81	53 52
		T	12.92	31.75	25 81	—	77.68	38 40
8	Aligarh	R	11 14	30.08	25 07	—	80.42	25 96
		U	33 04	32.75	31 41	—	82.04	44.88
		T	16.24	30 70	26 31	—	80.80	29 18

1	2	3	4	5	6	7	8	9
9	Manupuri	R	51.81	36.75	33.48	—	91.00	93.98
		U	39.62	41.96	42.86	—	88.48	53.17
		T	18.49	37.14	34.17	—	90.80	90.72
10.	Etah	R	9.78	30.99	30.39	—	83.24	41.91
		U	30.56	34.32	39.07	—	91.02	79.31
		T	13.10	31.53	31.37	—	84.75	47.83
11.	Barcilly	R	4.68	26.28	24.30	—	66.46	25.05
		U	30.54	41.45	34.33	62.60	72.24	57.16
		T	12.33	31.47	26.57	62.60	68.32	35.37
12.	Badaun	R	4.60	26.22	24.93	—	56.70	25.36
		U	22.19	37.95	28.47	—	87.78	58.76
		T	7.54	28.51	25.41	—	65.13	30.63
13	Shahajahanpur	R	6.34	31.10	27.91	—	62.11	29.79
		U	28.58	42.16	46.36	—	55.34	45.26
		T	10.79	32.84	29.30	—	69.96	32.42
14.	Pilibhit	R	5.56	29.66	28.40	—	73.17	17.77
		U	28.51	40.48	39.20	—	60.69	50.75
		T	9.32	31.29	29.29	—	72.11	23.12
15	Allahabad	R	5.33	30.32	25.50	—	68.14	33.56
		U	43.66	38.24	42.50	—	36.83	28.21
		T	12.81	31.66	29.07	—	62.14	32.46
16	Fatehpur	R	10.61	35.58	27.23	—	89.04	52.84
		U	31.62	42.24	32.79	—	86.28	61.26
		T	12.48	36.23	27.61	—	88.78	53.60
17	Kanpur Nagar	R	—	42.01	34.59	—	74.15	58.40
		U	—	42.85	44.25	39.42	60.32	61.11
		T	—	42.73	42.11	39.42	62.50	60.68
18	Kanpur Delhat	R	—	41.67	36.11	25.00	75.28	63.90
		U	—	39.55	36.45	—	93.80	69.07
		T	—	41.55	36.15	25.00	76.27	64.19
19.	Farukhabad	R	16.07	37.77	35.59	—	78.97	53.05
		U	34.44	42.53	40.49	—	51.04	70.12
		T	19.08	38.58	36.38	—	74.60	55.74
20.	Etawah	R	20.49	39.63	37.69	—	94.31	65.60
		U	40.94	44.05	39.99	—	90.96	85.05
		T	23.58	40.18	38.18	—	93.89	67.95
21	Varanasi	R	10.05	33.43	29.36	—	81.91	46.46
		U	33.96	37.44	30.43	—	95.67	92.86
		T	16.25	34.43	29.50	—	85.57	58.88
22	Mirzapur	R	7.63	31.35	26.01	—	72.96	37.77
		U	31.80	41.16	31.22	—	88.73	64.71
		T	10.62	33.45	26.46	—	75.07	41.37
23.	Ghazipur	R	—	35.63	30.89	—	97.73	56.96
		U	—	37.27	31.36	—	29.88	77.03
		T	—	35.79	30.92	—	86.82	58.30

1	2	3	4	5	6	7	8	9
39.	Partapgarh	R	7 81	32 09	23 88	-	96 51	60 66
		U	29 26	41 70	38.76	-	83 46	96 81
		T	8.81	32.56	24 40	-	96 16	61 62
40	Baharaich	R	3 45	26 26	21 89	21 73	63 82	23 71
		U	29 18	42 37	39 48	27.77	84 05	55 14
		T	5 29	27 79	22.54	21 93	65 33	26.07
41.	Gonda	R	3.03	26 32	23 01	22 48	59 36	22 91
		U	26 39	40 15	27 61	-	84.41	63 38
		T	5 45	27.88	23 28	22.48	61 10	25.72
42.	Jhansi	R	11 06	33.61	29 21	-	79 18	45 01
		U	17 91	41 60	40 09	-	85 27	94 92
		T	21.38	37 26	33 05	-	81 49	63 86
43.	Banda	R	5 86	30 43	26 04	-	74.74	78 22
		U	29 68	39.16	32 49	-	92 75	94.94
		T	8 61	31.93	27 08	-	76 92	31 47
44	Lalitpur	R	5 96	27.50	20 88	-	76 01	30 87
		U	35 49	42.69	38 58	-	84 89	84 58
		T	9 96	30 72	23 40	-	77.19	38 02
45	Hamirpur	R	8.28	31 52	28 00	-	98 93	46 30
		U	28 06	38 96	35 67	-	81 76	93 73
		T	11 57	31 71	29.00	-	95 69	55.32
46	Jalaun	R	15 07	38 25	34.22	-	81 58	54 34
		U	34 54	40 27	40 25	-	93.07	92 74
		T	18 96	38.71	35 31	-	83 87	61 99
47.	Moradabad	R	5 17	26 21	20 03	-	65 64	23.15
		U	26 19	38 78	35 45	52 63	83 21	83 07
		T	10 93	30 00	22 71	52 63	70 28	39.88
48	Rampur	R	3 91	24 99	20 63	-	56 58	19 84
		U	20.05	38 49	31 54	-	47 30	93.77
		T	8.88	28.36	21 56	-	54 40	39 60
49	Bijnor	R	11.47	31.28	27 09	33 41	66 25	32 34
		U	24 84	39 27	37.41	-	80.26	88.12
		T	17 76	33 51	28 45	33 41	69.75	37.81
50.	Nainital	R	21.76	39 71	33 93	32 35	72 68	51.49
		U	41 44	44.86	45 70	34 74	81.75	67 43
		T	27.10	41.26	36.43	32 43	75 25	56 72
51.	Almora	R	18 09	44.91	37 97	49 09	83 93	71 09
		U	63 89	47 44	48 08	46.46	91.78	92.63
		T	20.27	45.07	38.65	48 30	84.43	72.45
52.	Pithoragarh	R	18.61	43.30	35.87	44.27	88 23	72.25
		U	55.58	44.93	44.28	43 68	93.71	91.53
		T	20.30	43.42	36.39	44.14	94.09	73.36
53.	Pauni Garhwal	R	25.15	46.96	45.19		87.80	84.78
		U	51.01	50 36	45.03	12.50	76.31	83.64
		T	27 13	47.32	45.17	12.50	86.90	84.89

1	2	3	4	5	6	7	8	9
24	Ballia	R	12.53	37.64	32.81	-	80.67	53.57
		U	32.67	39.65	28.72	-	94.75	63.17
		T	14.29	37.84	32.61	-	81.91	54.41
25.	Janupur	R	9.54	31.97	27.87	-	61.94	60.53
		U	31.17	39.46	31.73	-	85.94	62.41
		T	10.89	32.40	27.76	-	63.58	60.83
26.	Lucknow	R	9.94	34.36	31.20	-	76.74	44.06
		U	47.85	50.46	46.87	-	95.45	95.35
		T	29.71	41.17	34.95	-	86.03	69.52
27	Hardoi	R	7.03	31.41	27.15	-	90.53	47.04
		U	29.17	39.34	36.23	-	94.72	73.73
		T	9.52	32.49	28.14	-	90.99	50.01
28	Lakhimpur	R	4.92	31.07	28.95	19.89	77.55	36.54
		U	32.80	45.26	40.35	5.30	68.32	60.08
		T	7.61	32.53	29.32	18.60	73.99	38.62
29	Sitapur	R	5.42	30.44	28.59	-	68.74	36.23
		U	34.06	39.95	32.05	-	87.66	97.04
		T	8.38	33.46	28.79	-	70.83	43.53
30	Unnao	R	9.94	34.38	27.20	-	72.75	39.90
		U	30.37	38.56	34.93	12.50	87.93	95.28
		T	12.34	34.98	28.33	12.50	74.58	46.52
31	Rai Bareilly	R	8.86	32.50	25.94	-	89.75	48.14
		U	31.90	39.95	33.69	-	85.05	83.39
		T	10.47	33.25	26.51	-	89.33	50.64
32	Gorakhpur	R	6.68	27.71	22.79	24.40	84.26	20.10
		U	43.43	43.43	38.96	8.33	39.71	35.72
		T	10.36	29.99	24.48	22.55	78.52	19.80
33	Deoria	R	7.72	31.29	27.45	-	66.11	31.85
		U	29.49	39.46	31.69	-	87.21	62.73
		T	9.07	31.97	27.76	-	67.51	33.89
34	Basti	R	6.91	28.02	23.74	-	69.45	29.44
		U	29.49	37.64	28.41	-	65.57	48.78
		T	7.94	28.49	23.91	-	69.46	30.37
35.	Azamgarh	R	10.25	34.75	30.27	-	60.65	35.14
		U	32.76	40.26	34.82	-	39.88	29.49
		T	12.20	35.09	30.43	-	58.73	34.62
36.	Faizabad	R	9.39	35.19	36.34	-	81.34	49.87
		U	36.21	36.82	46.18	-	45.38	29.86
		T	12.15	35.29	37.08	-	77.40	47.68
37.	Barabanki	R	5.57	31.81	28.65	-	65.19	33.74
		U	23.90	40.08	36.20	-	84.48	55.24
		T	7.21	32.60	29.17	-	66.76	35.48
38	Sultanpur	R	8.41	34.24	28.49	-	93.02	52.16
		U	39.40	39.23	33.21	-	61.90	44.57
		T	9.37	34.40	28.64	-	91.94	51.91

1	2	3	4	5	6	7	8	9
39	Pantapgarh	R	7 81	32.09	23.88	-	96 51	60 66
		U	29 26	41 70	38 76	-	83.46	96 81
		T	8 81	32 56	24 40	-	96 16	61 62
40	Baharaich	R	3 45	26 26	21 89	21 73	63 82	23 71
		U	29.18	42 37	39 48	27 77	84 05	55 14
		T	5 29	27 79	22 54	21 93	65.33	26 07
41	Gonda	R	3 03	26 32	23 01	22 48	59 36	22 91
		U	26 39	40 15	27 61	-	84 41	63 38
		T	5 45	27 88	23 28	22.48	61 10	25 72
42	Jhansi	R	11 06	33 61	29 21	-	79 18	45.01
		U	17 91	41.60	40.09	-	85 27	94 92
		T	21 38	37 26	33 05	-	81 49	63 86
43	Banda	R	5 86	30 43	26 04	-	74 74	78 22
		U	29.68	39 16	32 49	-	92 75	94.94
		T	8 61	31 93	27 08	-	76 92	31 47
44	Lalitpur	R	5 96	27 50	20 88	-	76 01	30 87
		U	35 49	42 69	38 58	-	84 89	84 58
		T	9 96	30 72	23 40	-	77 19	38 02
45	Hamirpur	R	8 28	31 52	28 00	-	98 93	46.30
		U	28 06	38 96	35 67	-	81 76	93.73
		T	11 57	31 71	29 00	-	95 69	55 32
46	Jalaun	R	15 07	38 25	34 22	-	81 58	54 34
		U	34 54	40 27	40 25	-	93 07	92.74
		T	18 96	38 71	35 31	-	83 87	61 99
47	Moradabad	R	5 17	26.21	20 03	-	65 64	23 15
		U	26 19	38 78	35.45	52 63	83 21	83 07
		T	10 93	30 00	22 71	52 63	70 28	39 88
48	Rampur	R	3 91	24 99	20 63	-	56 58	19.84
		U	20.05	38 49	31 54	-	47 30	93 77
		T	8.88	28 36	21.56	-	54 40	39 60
49	Bijnor	R	11 47	31 28	27.09	33 41	66 25	32 34
		U	24.84	39.27	37.41	-	80.26	88 12
		T	11 76	33 51	28 45	33 41	69 75	37 81
50.	Nainital	R	21.76	39 71	33 93	32 35	72 68	51 49
		U	41 44	44 86	45.70	34 74	81.75	67 43
		T	27.10	41 26	36 43	32 43	75 25	56 72
51.	Almora	R	18 09	44 91	37.97	49.09	83.93	71 09
		U	63.89	47.44	48 08	46.46	91 78	92.63
		T	20.27	45.07	38.65	48.30	84 43	72 45
52.	Pithoragarh	R	18 61	43.30	35.87	44.27	88.23	72 25
		U	55.58	44.93	44.28	43.68	93.71	91.53
		T	20.30	43.42	36.39	44 14	94.09	73.36
53.	Paun Garhwal	R	25 15	46.96	45.19		87.80	84.78
		U	51.01	50 36	45 03	12 50	76.31	83.64
		T	27.13	47.32	45 17	12 50	86.90	84 89

1	2	3	4	5	6	7	8	9
54.	Tehri Garhwal	R U T	8.16 52.58 9.42	34.28 49.57 34.97	25.44 45.23 35.47	- - -	90.64 86.72 90.48	52.32 79.49 53.44
55	Uttarkashi	R U T	7.05 46.24 9.17	33.77 43.06 34.71	27.89 46.09 29.05	48.66 53.84 49.07	76.44 94.34 77.90	39.20 91.52 42.50
56	Chamoli	R U R	16.59 45.61 18.34	42.11 46.16 42.41	29.58 42.53 30.76	49.70 48.30 49.50	92.95 81.24 91.96	68.43 79.03 69.32
57	Dehradun	R U T	26.50 58.93 42.03	44.50 45.24 44.82	41.54 45.26 42.75	36.95 45.00 37.93	72.54 76.04 74.16	67.37 70.94 69.02
	Total	R U T	9.49 35.43 14.04	32.73 40.71 34.21	28.58 38.30 29.98	38.61 45.61 39.64	75.29 73.80 75.02	40.20 70.11 45.53
WEST BENGAL								
1.	Bankura	R U T	22.43 46.54 24.24	42.00 43.35 42.08	32.69 41.68 8.57	36.56 33.04 36.51	93.56 61.17 91.07	70.77 49.37 69.13
2.	Birbhum	R U T	22.94 24.46 41.70	43.56 44.09 43.61	40.26 42.17 40.65	36.51 28.78 36.29	71.67 61.75 72.51	59.94 68.09 60.61
3	Bardhaman	R U T	27.65 45.25 32.56	43.72 43.02 43.54	40.58 41.62 40.78	35.78 39.73 36.54	83.12 57.59 75.07	67.80 46.35 61.06
4.	Calcutta	R U T	— 63.01 63.01	— 44.68 44.68	— 41.00 41.00	— 31.76 31.76	— 59.93 59.93	— 50.79 50.79
5.	Koch-Bihar	R U T	16.51 59.06 19.43	43.77 45.38 43.92	42.99 43.67 43.01	43.95 55.13 46.21	93.66 128.59 95.77	79.09 126.97 82.05
6.	Darjiling	R U T	22.98 56.29 31.85	45.44 44.51 45.27	46.22 44.59 45.97	44.81 43.16 44.65	99.39 62.27 89.17	91.62 52.06 80.72
7	Hugh	R U T	32.14 55.25 38.65	43.49 43.17 43.55	40.82 40.10 41.29	33.21 30.03 38.45	86.03 128.26 93.20	17.29 128.26 76.60
8.	Howra	R U T	31.91 52.37 40.64	45.61 45.74 45.67	43.55 42.87 43.34	37.32 49.26 41.83	93.96 103.07 97.67	81.53 19.83 85.32
9.	Jalpaiguri	R U T	15.13 52.22 20.27	41.80 45.08 42.37	41.64 39.62 41.41	39.65 31.48 39.71	17.10 82.30 71.80	53.15 70.51 55.53

1	2	3	4	5	6	7	8	9
10	Maldah	R	12 18	41.58	39 84	33 77	69 99	52 43
		U	55 33	48 47	45 30	40 74	91 10	87 42
		T	14 22	42 06	39 94	33 78	31 06	54 19
11	Medinipur	R	27 43	43 65	42.39	37 29	94 77	77 26
		U	49 35	46 78	43.59	38 03	71 31	65 78
		T	29 24	43 89	42.47	37 32	92 65	76 22
12.	Murshidabad	R	15 36	43 97	42 85	40 95	60 99	51 44
		U	40 74	46 69	42 61	40 69	68.65	62.36
		T	17.75	44 27	42 80	40.60	41 73	52 44
13.	Nadia	R	22 90	43 60	44 40	36 51	98.40	73.33
		U	52.35	46 73	47 24	26.22	17 79	62 36
		T	29.28	44.24	44 52	35 98	94 16	17 68
14	Purulia	R	10 47	35 44	33 66	34 04	90.55	55 52
		U	42 31	43 87	38.67	36 23	89 85	72 13
		T	13 25	36 21	33 89	34 15	90 41	57 00
15	North 24 Paraganas	R	—	44 58	43 94	35 72	84 17	72 05
		U	—	46 00	43 65	42 27	55 34	55 49
		T	—	45.19	43 83	37 45	69.53	61.10
16	South 24 Paraganas	R	—	41.50	40 96	36 23	94 49	69 94
		U	—	46 30	47 77	47 00	53 62	49.03
		T	—	42 34	41 66	37 33	83 92	64.56
17	West Dihajpur	R	12 50	40 45	41 16	39 04	70 34	50 09
		U	55 16	45 91	43 22	37.20	56 51	50.32
		T	17 17	40 92	41.29	39 00	68.79	50 12
	Total	R	22 06	42 91	41 29	37 47	84.90	67.12
		U	54 82	45.28	43 40	39.24	67.25	58 70
		T	30.25	43 44	41 60	37 61	80 41	64 97

ANDAMAN AND NICOBAR ISLANDS

1.	Andaman	R	39 31	46.81	—	001	70.95	62 27
		U	56 98	46 57	—	.42	94 97	84 26
		T	44.72	46.74	—	13	77 56	68 19
2	Nicobar	R	29 33	45 95	—	28 61	89 78	85 19
		U	—	—	—	—	—	—
		T	29 33	45.95	—	28 61	89.78	85 19
	Total	R	37 07	46.62	—	5.59	73 82	65.43
		U	56 98	46 57	—	0 42	94 97	84 26
		T	42 14	46.61	—	4 23	78 97	69 97
1	Chandigarh	R	33 74	45.30	13 11	—	86 35	86 48
		U	60 94	46 00	8 19	—	64.33	63 50
		T	59 31	45 72	8 45	—	66 20	65.30
1.	Dadra & Nagar Haveli	R	14 90	—	—	—	53 08	45.42
		U	44 30	—	—	—	79 40	79 80
		T	16 80					

1	2	3	4	5	6	7	8	9
DAMAN & DIU								
1	Daman	R	32.28	49.55	56.10	48.49	87.28	88.39
		T	53.63	47.00	52.56	39.74	91.95	88.33
		U	41.55	48.50	55.25	46.55	89.34	88.30
2.	DiU	R	24.66	43.83	44.33	81.82	86.35	75.02
		U	60.26	47.35	45.19	55.56	98.91	91.43
		T	34.29	44.80	44.78	70.00	89.81	79.38
	Total (State)	R	—	47.19	52.77	48.70	86.95	82.39
		U	—	47.14	48.35	40.04	93.28	89.17
		T	—	47.18	51.24	46.77	89.52	84.93
1	Delhi	R	32.10	—	—	—	—	—
		U	54.70	—	—	—	—	—
		T	53.20	—	—	—	—	—
1	Lakshadweep	R	24.70	—	—	—	—	—
		U	60.30	—	—	—	—	—
		T	34.30	—	—	—	—	—
PONDICHERRY								
1	Pondicherry	R	30.66	29.4	31.2	—	98.9	98.3
		U	54.02	28.3	33.8	—	92.1	88.1
		T	43.97	28.8	32.3	—	95.1	91.9
2	Karaikal	R	41.31	32.4	38.4	100.00	94.7	90.5
		U	54.17	20.2	29.6	—	92.3	17.7
		T	46.00	27.9	36.4	100.00	93.8	83.1
3.	Mahe	R	69.96	19.4	40.6	—	92.1	76.0
		U	72.15	19.6	25.0	—	92.80	91.6
		T	70.70	19.5	33.3	—	92.3	81.4
4.	Yanam	R	—	—	—	—	—	—
		U	43.08	28.9	30.9	—	95.5	98.3
		T	43.08	28.9	30.9	—	95.5	98.3
	Total	R	36.30	29.3	32.9	40.0	97.4	94.0
		U	54.23	26.8	31.1	—	92.4	96.4
		T	45.71	28.0	33.0	28.6	94.7	89.9

Source : Fifth All India Educational Survey, NCERT, (unpublished data)

APPENDIX TABLE 22
DISTRICTWISE DATA : SELECTED SOCIAL INDICATORS ON WOMEN AND CHILDREN - 1981

SL. No	District	Percentage of Females Educated up to			in 15-19 Years	Female Mean age at Marriage	Sex Ratio	CBR	GMR	IMR	Female Deaths by age 2	Excess of female deaths over males by age 5	Female agricultural labourers as % to female main workers (rural)	% Households with access to safe water	Couple Protection Rate	DPT3 Coverage
		Primary	Matriculate	Graduation												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ANDHRA PRADESH																
001	SRIKAKULAM	5.74	0.70	1.06	46.00	17.10	1023	31.12	159	123	138	2.38	49.84	6.77	43.50	NA
002	VIZIANAGARAM	6.68	0.82	0.11	45.40	17.40	1006	30.34	149	137	143	7.49	47.39	12.75	42.40	90
003	VISHAKHAPATNAM	7.59	1.97	0.55	50.50	16.50	981	31.90	157	97	100	11.57	39.26	21.64	41.90	106
004	EAST GODAVARI	14.73	1.75	0.27	56.40	15.80	993	28.50	150	77	84	12.20	74.37	28.28	48.76	NA
005	WEST GODAVARI	15.90	2.03	0.30	50.30	16.10	991	31.80	153	84	87	13.11	81.14	22.79	49.20	23
006	KRISHNA	14.27	2.96	0.58	49.90	16.10	971	34.25	170	92	92	7.81	81.88	36.90	44.50	NA
007	GUNTUR	12.20	2.08	0.46	50.20	15.80	973	32.71	157	80	85	7.52	75.23	34.59	47.50	71
008	PRAKASAM	8.10	1.20	0.15	50.50	16.20	978	34.32	166	89	98	3.60	68.42	10.97	42.30	63
009	NELLORE	9.89	2.01	0.40	47.10	17.00	978	31.98	155	77	82	5.98	73.03	25.95	41.40	NA
010	CHITTOOR	8.75	1.68	0.29	46.10	17.10	966	31.54	156	115	110	8.21	52.37	22.14	37.00	NA
011	CUDDAPAH	8.26	1.20	0.19	48.90	17.00	959	34.84	173	105	106	2.94	67.80	26.32	34.90	58
012	ANANTAPUR	6.89	1.33	0.20	45.70	16.50	946	35.65	186	121	141	4.95	60.93	37.35	33.40	74
013	KURNOOL	7.31	1.37	0.27	56.40	16.50	962	36.81	188	96	120	7.32	74.10	39.48	31.30	82
014	MAHABUBNAGAR	3.79	0.76	0.10	74.60	14.80	983	35.26	172	99	115	1.22	48.26	18.73	23.10	58
015	RANGAREDDY	6.05	2.19	0.68	62.00	15.20	956	32.96	179	82	87	5.38	53.69	31.50	41.00	NA
016	HYDERABAD	12.65	7.66	3.52	29.20	17.70	920	34.69	188	29	30	4.88	NRP	79.54	47.80	NA
017	MEDAK	3.84	0.74	0.11	73.00	14.50	982	33.61	161	82	95	12.60	52.02	18.83	26.50	67
018	NIZAMABAD	4.27	0.96	0.14	71.30	14.50	1013	32.33	153	70	75	5.41	38.69	21.62	32.00	70
019	ADILABAD	3.25	0.72	0.11	64.90	15.20	980	34.31	167	95	100	10.32	56.45	17.68	22.00	NA
020	KARUNNAGAR	3.62	0.74	0.09	73.90	14.30	994	30.64	144	81	83	6.34	54.44	13.49	32.10	67
021	WARANGAL	4.40	1.08	0.21	71.00	15.90	264	34.03	187	99	102	6.52	64.11	16.90	35.70	73
022	KHAMMAM	6.29	1.34	0.23	54.50	15.90	957	34.55	175	87	89	13.01	73.28	23.37	41.10	NA
023	NALGONDA	4.60	0.71	0.09	73.60	14.60	969	33.69	161	90	106	6.88	63.09	22.79	36.10	NA
BIHAR																
024	PATNA	4.22	3.43	1.01	57.08	16.40	890	37.65	193	87	119	24.37	83.88	40.61	32.80	22
025	NALANDA	3.58	1.57	0.10	72.52	15.50	927	37.97	186	97	130	20.16	76.59	19.05	21.80	NA
026	NAWADA	3.67	0.54	0.05	80.78	14.70	1002	39.85	182	95	124	14.48	67.34	17.74	22.10	NA
027	GAYA	3.97	1.03	0.13	73.55	15.40	962	39.82	190	101	132	17.24	70.27	22.89	22.00	70
028	AURANGABAD	4.00	0.60	0.05	70.94	15.80	956	39.13	187	100	125	19.01	71.19	32.69	18.79	NA
029	ROHTAS	4.63	0.90	0.13	77.79	15.80	908	37.41	176	82	111	25.83	75.99	44.27	19.50	NA
030	BHOJPUR	3.25	0.90	0.12	73.09	15.90	944	36.86	173	90	117	30.00	77.90	38.19	22.70	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
031	SARAN	2.40	0.75	0.08	59.31	16.60	1019	36.18	174	70	91	32.35	68.14	40.14	20.00	72
032	SIWAN	2.04	0.56	0.06	58.93	16.80	1070	37.10	176	64	84	20.39	59.54	50.43	16.80	NA
033	GOPALGANJ	1.88	0.52	0.06	58.14	17.00	1006	36.18	175	81	97	17.39	69.09	47.26	15.40	NA
034	PASCHIM CHAMPARAN	1.99	0.60	0.07	73.08	16.00	911	35.70	173	81	120	8.11	83.45	67.87	18.40	NA
035	PURBI CHAMPARAN	1.36	0.62	0.06	68.18	16.40	925	34.74	168	81	105	20.63	80.99	49.39	19.40	122
036	SITMARHI	2.16	0.61	0.04	68.52	16.10	934	35.60	170	100	137	42.36	69.77	72.78	19.80	NA
037	MUZAFFARPUR	2.38	1.38	0.26	59.78	16.50	963	37.42	179	92	116	25.98	76.08	49.82	21.90	61
038	VAISHALI	2.55	0.94	0.05	66.91	16.40	994	37.25	177	80	117	23.44	70.32	34.22	18.90	NA
039	BEGUSARAI	2.84	1.60	0.16	70.89	15.90	940	38.59	186	94	127	31.01	78.69	42.38	18.30	NA
040	SAMASTIPUR	2.46	1.04	0.09	71.09	15.70	972	39.09	181	107	130	21.09	73.97	40.17	19.60	113
041	DARHANGA	2.68	0.91	0.15	68.19	15.70	979	36.29	171	92	120	29.82	76.33	86.63	24.20	38
042	MADHUBANI	1.90	0.56	0.04	80.01	15.30	982	35.29	162	74	108	24.30	74.30	72.46	20.30	NA
043	SAHARSA	1.83	0.78	0.07	72.48	15.70	930	40.61	196	113	133	17.99	81.95	50.70	27.40	39
044	PURNIA	1.85	0.61	0.06	60.13	16.00	925	38.24	200	117	144	0.62	86.65	55.39	25.00	89
045	KATIHAR	2.29	0.91	0.08	52.81	16.20	928	39.61	212	115	137	8.93	85.99	62.20	26.80	112
046	MUNGER	3.81	1.45	0.14	71.10	15.40	911	36.16	186	95	123	25.56	74.71	21.29	17.90	87
047	BHAGALPUR	4.33	1.30	0.15	71.10	15.40	911	36.16	186	95	123	25.56	74.71	21.29	17.90	87
048	SANTHAL PARGANA	2.86	0.79	0.08	61.27	15.90	957	34.48	143	56	60	4.88	31.24	44.41	31.70	31
049	DIANBAD	4.15	3.10	1.00	58.24	15.90	814	37.25	177	79	95	7.14	35.17	11.98	31.40	186
050	GRIDIH	2.19	0.85	0.16	72.77	15.30	976	37.25	192	90	102	2.94	43.36	14.29	25.50	NA
051	HAZARIBAGH	2.56	1.09	0.66	67.76	15.70	961	38.65	192	100	128	10.39	66.59	6.54	19.50	70
052	PALMAU	2.42	0.57	0.07	70.65	15.17	957	37.99	190	100	103	0.00	29.04	9.88	28.60	NA
053	RANCHI	4.15	2.41	0.62	32.08	17.30	963	35.13	196	101	103	0.00	29.04	9.88	28.60	NA
054	SINGBHHUM	4.21	3.01	0.77	28.97	17.40	942	32.48	186	81	87	1.80	47.55	23.54	32.50	92
055	GUJARAT															
056	JAMNAGAR	8.37	3.57	0.60	15.97	18.60	949	37.96	223	67	95	11.82	33.96	54.31	52.70	NA
057	RAJKOT	10.89	4.91	0.98	12.66	13.80	947	35.77	208	68	75	14.13	57.75	63.48	58.00	95
058	SURENDRANAGAR	7.37	2.52	0.44	26.96	18.10	934	38.33	213	101	128	17.56	60.59	32.72	54.30	80
059	BHAVNAGAR	7.20	2.90	0.67	28.39	18.20	958	37.57	208	87	75	15.69	52.96	53.61	52.50	NA
059	AMRELI	8.03	1.87	0.21	22.34	18.40	976	38.87	218	78	81	8.57	44.36	65.20	57.60	NA
059	JUNAGARH	8.36	3.04	0.44	13.03	18.80	955	38.13	224	84	86	8.65	46.40	56.43	56.60	NA
061	KACHCHH	6.92	2.56	0.54	13.37	18.20	999	39.38	222	137	112	7.69	51.29	45.40	44.60	NA
061	BARASANKHATHA	2.90	0.72	0.08	35.01	18.50	945	14.80	218	125	122	13.43	45.65	37.71	40.70	76
061	BARASANKHATHA	7.84	2.16	0.24	28.37	18.40	976	37.07	190	130	126	65.92	54.12	29.63	53.10	91
062	MAHESANA	10.02	3.08	0.33	44.58	17.50	970	37.63	184	139	130	12.95	57.79	66.15	48.50	13
063	GANDHINAGAR	11.24	5.46	1.35	44.38	17.50	925	35.71	173	113	107	10.64	62.20	82.47	47.20	NA
064	AHMEDABAD	13.07	7.24	2.63	30.87	18.20	891	35.66	183	101	94	11.43	73.68	58.87	52.00	34
065	KHEDA	9.47	4.48	0.80	43.36	17.50	915	35.61	176	147	141	19.72	66.91	78.25	64.60	87
066	PANCH MAHALS	4.02	1.90	0.26	36.20	18.00	959	38.74	199	135	119	11.29	26.44	13.13	47.10	100
067	VADODARA	9.79	5.63	1.56	26.13	18.40	916	31.72	160	128	116	7.24	81.06	60.56	64.50	NA
068	BHARUCH	9.85	3.48	0.46	17.19	18.70	943	34.24	190	128	122	2.00	69.08	47.92	82.50	89
069	SURAT	11.68	4.86	0.95	17.50	19.20	924	33.88	181	92	77	6.05	51.19	51.19	58.30	NA
070	VALSAD	11.12	4.95	0.82	13.15	18.30	982	32.40	179	127	80	6.45	46.97	24.15	63.20	81
071	THE DANGS	3.98	1.89	0.21	26.10	18.80	970	38.93	199	155	113	14.29	25.66	9.09	70.50	NA
074	HARYANA															
074	AMBALA	11.40	4.00	1.74	20.63	17.80	871	36.10	209	78	105	17.14	21.03	73.42	55.80	90
075	KURUKSHETRA	8.04	1.78	0.59	36.41	17.20	863	38.70	215	91	140	31.62	50.34	69.55	52.80	89
076	KARNAL	7.90	2.64	1.08	43.62	17.00	854	37.90	211	94	125	18.42	56.61	67.50	52.40	79

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
077	JIND	4.09	0.95	0.30	69.08	15.70	854	38.50	198	109	164	37.50	20.43	26.99	59.10	NA
078	SONPAT	7.80	2.80	0.81	49.70	16.70	866	36.50	194	91	120	18.25	26.40	43.93	48.40	NA
079	ROHTAK	7.93	2.69	0.97	48.52	16.00	883	36.80	201	98	124	17.89	22.62	31.19	51.80	91
080	FARIDABAD	5.95	2.75	1.59	53.56	17.00	813	36.70	195	98	134	28.36	28.14	57.55	55.30	85
081	GURGAON	6.34	1.70	0.79	52.25	16.60	880	37.10	200	116	151	22.84	21.77	38.45	58.30	103
082	MAHENDRAGARH	6.95	1.01	0.29	56.26	16.20	931	35.90	186	114	133	32.61	22.31	43.59	53.10	91
083	BHWANI	5.32	1.02	0.35	64.07	16.10	898	39.40	211	86	112	17.24	11.04	65.96	57.70	97
084	HISAR	5.25	1.65	0.57	55.79	16.50	867	37.80	203	90	115	20.16	28.70	59.60	62.00	116
085	SIRSA	6.20	1.61	0.43	37.27	17.40	877	38.40	215	97	103	7.41	33.67	71.42	59.70	88
HIMACHAL PRADESH																
086	CHAMBA	3.96	1.22	0.39	40.11	17.40	936	38.12	202	132	116	-5.88	0.46	40.97	31.70	86
087	KANGRA	17.27	2.52	0.46	19.32	17.20	1016	36.04	198	79	90	-0.86	3.84	53.00	42.90	NA
088	HAMIRPUR	20.84	2.18	0.24	26.50	16.30	1149	34.72	176	69	80	-7.53	1.07	25.66	44.40	93
089	UNA	15.45	2.80	0.35	15.41	17.40	1028	34.17	197	81	107	1.74	3.62	50.40	34.60	97
090	BILASPUR	15.45	1.35	0.35	45.25	16.70	1002	37.39	181	81	104	5.88	1.12	28.26	52.30	95
091	MANDI	9.36	1.95	0.49	44.25	16.70	999	37.39	189	86	101	-4.00	0.56	40.22	49.50	78
092	KULU	5.61	1.41	0.37	30.61	18.20	918	36.99	201	118	146	-5.43	1.33	49.49	48.00	90
093	LAHUL & SPITI	4.60	0.91	0.11	15.36	20.30	767	29.66	204	89	117	-7.36	3.56	56.01	32.10	NA
094	SIMLA	9.02	3.02	1.61	29.84	17.60	877	35.75	197	97	117	-2.84	1.32	40.03	47.60	40
095	SOLAN	9.78	2.11	0.93	43.12	16.10	929	36.33	191	120	143	-5.85	1.79	56.06	50.20	47
096	SIRMAUR	6.18	1.36	0.57	53.66	16.40	873	36.32	187	112	135	-13.73	0.95	36.52	42.10	98
097	KINNAUR	5.48	0.90	0.27	23.63	19.70	868	34.74	223	138	194	-7.08	0.77	46.49	40.60	33
JAMMU & KASHMIR																
098	KATHUA	7.92	1.84	0.36	33.80	16.70	917	40.70	239	74	102	4.76	3.28	41.28	15.60	NA
099	JAMMU	9.79	4.31	1.55	30.40	17.40	917	37.93	227	63	83	1.14	12.40	65.26	26.50	NA
100	UDHAMPUR	4.05	1.45	0.50	16.30	16.70	906	40.17	221	80	104	-3.51	0.60	23.87	15.80	44
101	RAJOURI	4.44	1.25	0.16	37.20	17.90	906	40.43	241	71	103	-6.67	0.90	14.00	18.90	NA
102	PUNCH	2.99	1.13	0.30	32.40	18.60	889	39.68	232	81	106	10.71	2.69	15.71	14.60	NA
103	BARAMULA	2.65	1.13	0.29	35.90	17.10	870	37.59	206	90	111	7.03	0.68	30.03	15.40	NA
104	KUPWARA	1.47	0.45	0.06	27.50	17.20	858	38.45	206	107	135	6.79	2.59	16.19	8.20	NA
105	Srinagar	4.68	0.44	2.64	12.20	17.30	873	37.15	216	48	58	7.69	0.72	80.75	45.00	NA
106	BADGAN	2.00	0.93	0.49	30.70	17.00	879	37.47	199	76	91	9.26	0.52	38.80	11.00	81
107	PULWAMA	2.70	1.04	0.16	47.30	17.40	896	37.56	204	81	101	0.00	0.41	34.94	18.80	NA
108	ANANTNAG	2.93	1.25	0.25	29.20	17.10	888	39.09	209	92	111	-1.42	1.32	37.08	22.20	56
109	DODA	1.86	1.27	0.17	18.30	18.10	904	39.81	225	84	96	-5.08	0.58	22.71	11.30	0
110	KARGIL	0.76	0.43	0.10	29.50	18.70	853	41.71	231	198	233	7.79	0.50	4.48	6.30	NA
111	LADAKH	2.87	1.52	0.29	25.90	20.00	886	37.17	250	93	120	-0.74	10.95	11.04	20.40	14
KARNATAKA																
112	BANGALORE	12.28	7.14	2.13	29.57	17.60	916	33.84	187	60	77	-9.00	44.65	56.07	46.80	NA
113	TUMKUR	9.05	2.24	0.27	33.80	17.00	961	33.35	180	83	119	4.23	46.40	26.70	44.20	90
114	KOLAR	7.14	2.46	0.31	36.10	17.40	971	33.80	182	69	92	-7.75	45.73	28.62	45.00	82
115	MANDYA	6.79	1.53	0.80	45.42	16.00	959	32.78	183	84	95	-4.76	47.94	23.97	52.90	68
116	MYSORE	7.27	2.77	0.83	41.56	16.20	951	33.56	185	77	96	-4.55	54.70	40.15	50.60	NA
117	KODAGU	13.48	5.57	0.93	15.77	19.20	933	32.68	197	57	79	-4.69	21.21	18.25	51.00	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
118	HASSAN	9.96	2.36	0.33	21.05	17.90	987	35.60	205	83	95	-18.03	28.39	26.25	53.00	96
119	DAKSHIN KANNAD	17.72	4.16	0.66	10.01	18.50	1059	37.16	233	55	57	-8.43	27.08	8.81	32.50	NA
120	CHIKMAGALUR	12.18	3.09	0.42	18.09	18.20	953	37.44	216	77	92	-11.76	35.09	35.85	53.10	81
121	SIMMOGA	12.24	3.35	0.51	21.77	17.30	947	37.40	225	90	99	-10.53	67.09	35.19	47.30	66
122	CHITRADURGA	9.20	2.43	0.32	34.99	17.00	944	36.44	204	71	109	1.25	59.04	42.39	46.50	12
123	BELLARY	6.85	1.82	0.32	50.72	16.60	973	37.94	200	92	128	2.23	63.47	38.15	37.80	75
124	DHARWAD	10.08	2.69	0.52	36.94	16.90	948	37.18	213	85	104	2.41	73.83	37.33	40.40	72
125	UTTAP KANNAD	13.20	4.13	0.55	17.23	17.80	958	36.67	222	77	83	6.19	31.86	16.20	35.70	69
126	BELGAUM	7.99	2.55	0.37	48.56	16.30	956	32.04	171	67	95	4.44	54.62	31.56	39.80	72
127	BILAPUR	6.08	1.60	0.15	62.06	15.80	982	35.32	186	100	115	1.22	73.66	34.44	33.50	71
128	RAICHUR	4.40	1.02	0.12	59.31	16.00	988	37.24	193	67	112	0.55	75.40	33.90	33.90	82
129	GULBARGA	4.11	1.27	0.22	58.44	15.80	981	34.81	183	80	107	6.33	68.99	30.26	29.20	82
130	BIDAR	4.37	1.15	0.16	53.29	15.70	968	35.53	187	81	107	0.00	76.45	21.39	40.80	NA
KERALA																
131	CANNANORE	22.39	3.97	0.45	21.20	18.20	1033	34.36	207	45	46	-13.92	51.93	89.49	52.90	100
132	WAYANAD	18.51	2.89	0.31	19.80	18.60	959	30.39	211	73	79	-8.65	55.34	56.56	46.30	102
133	KOZHIKODE	24.33	3.55	0.52	25.60	18.10	1020	39.32	176	54	49	-11.84	32.95	95.91	57.70	103
134	MALAPPURAM	23.38	2.10	0.30	34.00	17.80	1052	33.71	222	49	61	-75.08	64.91	93.07	37.80	100
135	PALGHAT	18.61	3.75	0.51	21.90	18.30	1056	23.83	197	64	66	-10.19	73.27	93.04	37.90	72
136	TRICHUR	21.00	7.33	1.10	9.10	19.80	1100	24.13	148	52	41	-13.85	47.89	93.02	61.30	52
137	ERNAKULAM	21.78	7.99	1.81	5.50	20.00	998	30.44	154	40	36	-10.17	47.67	92.31	65.50	2
138	IDUKKI	22.34	5.32	0.60	9.30	19.30	963	22.59	178	62	68	-19.51	6.95	67.36	46.40	71
139	KOTTAYAM	24.58	9.64	1.78	4.30	19.80	1001	23.80	147	36	33	-13.46	41.68	90.20	66.20	90
140	ALLEPPEY	24.13	7.80	1.36	5.20	19.90	1050	27.80	150	38	42	-7.58	41.80	74.93	59.90	80
141	QUILON	20.75	6.84	1.07	7.30	19.60	1026	25.02	165	45	43	-11.94	32.42	92.45	65.00	96
142	TRIVANDRUM	21.17	6.95	2.00	9.40	19.90	1030	36.35	146	44	42	-9.23	36.48	93.55	70.10	0
MADHYA PRADESH																
143	MORENA	3.23	0.15	0.23	81.92	14.80	834	44.57	288	132	173	17.34	23.97	15.19	21.00	76
144	BHIND	5.16	0.18	0.24	82.36	14.70	827	40.17	204	129	174	39.08	40.99	13.47	23.10	76
145	GWALIOR	6.53	0.80	0.26	79.88	15.80	845	40.71	213	118	163	33.33	51.70	46.69	37.50	82
146	DATTA	3.95	0.19	0.34	79.88	14.80	853	39.97	203	156	219	28.57	44.68	12.69	39.20	NA
147	SHIVPURI	2.41	0.15	0.27	81.53	14.80	855	41.58	212	150	220	25.69	42.15	8.73	24.30	72
148	GUNA	2.81	0.13	0.34	77.91	15.00	882	42.03	215	150	179	14.49	58.70	14.88	28.50	NA
149	TIKAMGARH	2.60	0.08	0.21	84.36	14.30	883	44.48	224	195	219	10.31	33.79	4.93	29.40	70
150	CHHATARPUR	3.14	0.09	0.43	80.33	14.50	864	42.19	221	182	211	16.13	48.96	6.93	24.40	58
151	PANNA	3.13	0.05	0.20	80.42	15.00	913	45.54	222	185	204	7.28	54.27	5.36	27.60	NA
152	SAGAR	6.01	0.76	0.72	72.58	14.80	891	43.23	224	164	193	15.61	33.04	17.48	31.30	75
153	DAMOH	4.43	0.64	0.36	76.94	14.80	925	42.94	213	150	205	13.16	40.91	13.05	38.80	95
154	SATNA	4.75	0.38	0.30	79.36	14.80	936	41.20	197	181	200	8.66	52.60	11.21	24.60	NA
155	REWA	3.68	0.28	0.32	83.72	14.40	969	40.55	191	173	176	11.00	58.74	7.98	46.40	NA
156	SHAHDOL	2.83	0.32	0.20	78.22	14.80	948	35.57	165	164	166	-4.20	42.32	4.37	24.00	62
157	SIDHI	1.50	0.11	0.08	84.38	14.60	951	38.70	167	161	160	-2.00	22.78	19.26	31.70	NA
158	MANDSAUR	4.44	0.12	0.42	72.38	14.80	941	38.30	167	198	151	-3.24	27.78	35.92	46.40	NA
159	RATLAM	5.13	0.21	0.86	61.05	15.10	940	37.17	180	143	158	2.06	38.64	35.92	46.40	NA
160	UJAJAIN	5.64	0.32	0.86	61.05	15.10	940	37.17	180	143	158	2.06	38.64	35.92	46.40	NA
161	SEHAJAPUR	2.87	0.08	0.12	79.87	14.20	929	38.50	182	149	175	0.43	32.34	19.48	23.80	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
162	DEWAS	3.48	0.10	0.62	72.53	14.90	929	37.82	192	114	135	6.11	52.45	20.48	38.80	NA
163	JHABUA	1.83	0.05	0.24	38.47	17.90	985	42.65	233	116	151	11.76	11.76	10.88	45.30	NA
164	DHAR	3.00	0.05	0.34	54.80	16.30	966	39.39	207	116	136	-3.57	34.45	20.66	43.30	69
165	INDORE	9.50	0.71	2.86	47.80	16.20	898	35.03	182	84	83	5.50	60.85	67.07	48.80	NA
166	WEST NIMAR	3.52	0.07	0.22	54.73	16.40	954	39.73	216	137	139	1.13	67.54	18.27	40.10	75
167	EAST NIMAR	5.16	0.87	0.57	52.05	16.10	939	39.65	210	131	131	14.36	59.51	27.27	48.90	NA
168	BETUL	5.14	0.98	0.34	38.84	16.90	973	40.69	224	158	163	0.97	68.87	26.85	33.80	NA
169	HOSHANGABAD	5.82	1.67	0.63	60.61	15.50	908	40.89	215	163	19	13.49	68.87	26.85	37.80	NA
170	SEHORE	2.72	0.33	0.27	75.48	14.50	907	40.77	208	146	202	12.12	57.82	14.13	33.70	NA
171	RAJGARH	2.17	0.27	0.26	79.20	14.60	931	38.95	190	170	184	2.25	46.38	11.75	30.80	NA
172	VIDISHA	3.55	0.48	0.48	77.91	14.90	881	43.35	221	144	163	14.48	71.86	17.28	29.40	NA
173	BHOPAL	8.15	3.04	4.08	41.64	16.90	874	39.61	210	82	100	0.78	55.08	68.67	33.70	NA
174	RAISEN	3.49	0.31	0.15	75.66	14.90	908	42.62	218	135	168	7.83	72.87	17.13	29.90	NA
175	NARSIMHAPUR	6.96	1.36	0.40	65.33	15.50	930	36.90	196	162	177	6.57	72.69	34.90	41.00	NA
176	CHHINDWARA	4.74	1.25	0.33	43.24	16.60	965	35.64	196	118	140	-4.17	52.54	16.73	38.70	73
177	SEONI	4.86	0.64	0.19	49.40	16.10	982	35.06	186	115	150	-2.81	48.39	13.45	49.10	41
178	JABALPUR	7.57	2.83	1.58	55.19	15.60	914	35.04	201	129	167	1.46	55.54	32.85	40.70	NA
179	MANDLA	3.31	0.65	0.21	53.15	15.80	1003	33.59	169	115	143	-8.47	31.06	7.66	44.00	90
180	BALAGHAT	6.11	0.76	0.20	49.75	16.00	1006	34.25	171	118	145	-10.23	31.12	5.53	43.10	NA
181	RAINANDGAON	3.53	0.62	0.28	55.12	15.30	980	35.52	180	132	168	2.93	26.79	12.76	49.10	NA
182	DURG	6.41	1.56	0.81	55.12	14.90	1020	34.41	170	106	133	-4.40	36.80	29.55	41.80	94
183	BILASPUR	3.96	0.87	0.39	64.18	15.40	993	34.14	169	115	143	-5.06	40.97	20.05	36.20	NA
184	SURGUA	2.24	0.35	0.18	65.62	15.60	962	33.35	157	115	132	5.45	41.66	9.19	32.60	74
185	RAIGARH	4.15	0.73	0.19	38.53	17.00	1006	37.22	149	113	139	9.41	42.61	13.47	45.30	NA
186	RAIPUR	4.45	0.76	0.44	52.07	15.80	1009	34.38	174	141	143	-6.92	39.92	20.72	40.70	NA
187	BASTAR	1.86	0.39	0.19	41.82	17.50	1002	34.31	179	118	117	-9.68	26.69	12.72	39.70	90

MAHARASHTRA

GREATER BOMBAY

188	THANA	14.87	11.73	4.27	19.00	18.80	772	28.03	162	49	61	-8.00	NRP	92.36	45.70	NA
189	KULABA (Rangurh)	10.59	6.73	1.49	31.00	18.00	883	32.42	168	111	81	-9.47	29.30	49.81	45.30	92
190	RATNAGIRI	11.41	2.25	0.33	24.20	17.60	1046	32.88	174	142	110	-10.49	19.50	25.59	50.20	86
191	KOLHAPUR	13.80	2.15	0.30	10.40	18.40	1238	29.41	159	100	70	-7.69	9.92	6.67	46.40	NA
192	SANGLI	10.07	2.86	0.53	33.70	17.30	967	27.41	140	94	72	-4.17	24.73	44.68	61.80	93
193	SATARA	11.43	3.00	0.58	52.40	16.10	967	26.92	136	84	79	0.00	43.35	45.80	60.30	NA
194	PUNE	12.21	2.75	0.44	45.90	16.20	1061	29.34	143	104	90	1.79	31.65	36.98	58.90	NA
195	NASIK	12.05	5.10	1.89	37.90	17.00	937	29.69	154	83	78	0.00	33.85	53.44	59.30	5
196	DHULE	9.87	3.14	0.60	47.40	16.40	937	35.65	181	110	113	-0.64	46.07	40.66	50.80	96
197	JALGAON	8.75	1.83	0.19	44.10	16.90	965	36.10	188	112	128	5.39	70.98	31.29	55.40	NA
198	AURANGABAD	11.32	2.86	0.38	51.10	16.10	950	34.69	180	130	123	9.82	63.22	48.28	53.50	NA
199	AHMADNAGAR	6.48	1.62	0.39	57.40	15.90	942	32.58	166	111	118	1.81	51.47	32.11	44.90	NA
200	SOLAPUR	9.87	2.02	0.37	49.90	16.20	969	31.49	146	99	102	0.75	48.89	28.89	58.90	NA
201	OSMANABAD	8.12	2.18	0.43	53.10	16.10	942	31.42	164	104	102	1.40	60.21	43.91	61.60	NA
202	NANDED	7.06	1.18	0.16	58.00	15.60	958	32.52	169	106	121	2.37	63.17	36.75	49.60	NA
203	BIR	4.89	0.96	0.17	63.10	13.30	960	34.31	181	133	131	0.60	60.62	35.32	42.00	97
204	PARBHANI	5.63	1.03	0.16	60.60	15.60	966	30.80	157	104	117	0.60	51.15	30.75	53.50	NA
205	BULDANA	4.97	0.85	0.14	64.10	15.30	968	31.05	157	137	140	-3.83	58.81	25.96	51.90	98
206	ALOKA	10.38	1.59	0.18	43.00	16.20	957	32.44	173	158	131	-3.83	57.59	19.13	54.80	NA
207	AMRAVATI	13.87	2.18	0.32	38.60	16.70	948	35.54	183	138	136	-1.69	72.91	27.42	58.80	79
208		14.83	3.24	0.49	20.60	17.30	956	32.97	195	142	128	-4.32	80.71	22.30	65.90	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
209	YAVATMAL	9.21	1.57	0.22	39.00	16.60	958	35.31	195	169	159	-5.26	73.74	17.89	60.70	NA
210	WARDHA	14.02	2.83	0.31	22.19	16.17	948	32.24	186	166	136	-5.10	73.00	24.61	60.00	NA
211	NAGPUR	14.68	4.79	1.54	24.10	16.19	924	34.10	194	126	118	-1.23	62.73	44.93	58.00	47
212	CHANDRARA	10.73	1.46	0.18	35.00	16.50	997	32.88	169	181	160	-4.71	34.78	11.20	48.90	90
213	CHANDRAPUR	7.42	1.18	0.23	38.50	16.40	966	34.76	183	182	159	-2.90	48.61	18.30	56.20	94
MANIPUR																
214	MANIPUR NORTH	5.69	1.87	0.22	8.56	19.77	029	37.22	267	28	55	-7.69	3.21	25.00	NA	NA
215	MANIPUR WEST	6.19	1.13	0.08	7.78	20.30	975	37.22	313	60	63	0.00	2.74	17.78	NA	NA
216	MANIPUR SOUTH	7.89	1.87	0.34	9.78	19.70	929	45.79	252	29	46	2.00	1.18	31.11	NA	6
217	TENGNOUPAL	8.53	1.97	0.25	9.99	19.30	935	39.07	248	32	75	2.41	3.65	11.88	NA	NA
218	MANIPUR CENTRAL	6.98	3.24	1.39	13.67	18.70	991	38.39	246	32	34	4.76	12.91	17.32	NA	76
219	MANIPUR EAST	8.86	3.04	0.27	4.76	20.30	917	36.88	271	53	73	31.51	0.37	21.97	NA	NA
MEGHALAYA																
220	JAINTIA HILLS	6.31	1.27	0.27	22.30	19.10	978	46.96	307	66	97	-13.82	15.18	15.53	NA	35
221	EAST KHASI HILLS	10.46	4.08	2.00	15.50	19.70	945	40.11	263	55	66	-9.38	15.99	45.93	NA	7
222	WEST KHASI HILLS	10.28	0.52	0.08	17.00	19.40	949	48.87	322	46	58	3.03	4.56	10.85	NA	NA
223	EAST GARO HILLS	10.87	0.85	0.06	27.50	18.70	940	47.48	259	105	130	-8.38	7.48	9.09	NA	NA
224	WEST GARO HILLS	6.65	1.02	0.15	29.10	18.10	963	42.23	234	93	127	-5.85	10.89	11.45	NA	28
NAGALAND																
225	KOHIMA	9.80	3.56	0.68	15.82	19.60	790	39.38	267	56	64	-12.79	0.71	43.99	NA	50
226	PFHEK	7.61	1.72	0.17	4.68	20.80	873	38.74	302	33	42	17.24	0.12	60.71	NA	NA
227	WOKHA	11.31	1.38	0.17	6.68	19.70	918	37.43	278	34	44	-10.17	0.21	15.86	NA	NA
228	ZUNHOTO	10.72	2.09	0.24	4.91	20.70	964	43.31	318	51	56	-6.78	0.22	33.87	NA	NA
229	MOKOKCHUNG	17.26	3.56	0.38	5.74	21.00	907	31.58	249	47	41	-2.99	0.23	38.10	NA	56
230	TUENSANG	5.92	0.74	0.10	8.84	20.10	892	44.12	277	83	108	-2.40	0.13	62.56	NA	NA
231	MON	2.47	0.11	0.45	9.12	20.80	870	28.85	199	93	105	-14.06	0.11	45.64	NA	NA
ORISSA																
232	SAMBALPUR	5.97	0.77	0.18	28.19	17.20	972	30.03	163	122	116	-7.41	56.65	14.60	35.60	97
233	SUNDERGARH	5.39	1.61	0.51	22.91	18.00	931	35.14	199	121	106	-6.62	46.54	25.97	36.80	NA
234	KENDUJHAR	3.83	0.52	0.14	22.65	18.00	983	35.99	205	187	138	-8.43	46.96	16.48	41.50	85
235	MAYURBHANJ	3.95	0.79	0.14	36.47	17.00	989	31.07	170	105	100	-2.26	56.22	5.75	50.00	98
236	BALESHWAR	9.52	0.97	0.18	38.66	16.20	977	41.69	233	190	186	-0.48	63.72	45.78	39.60	74
237	CUTTACK	10.27	1.50	0.31	22.98	17.30	972	37.28	210	197	180	-0.51	60.06	14.34	36.15	79
238	DHENKANAL	6.65	0.66	0.19	26.79	17.20	958	34.67	195	176	164	-1.08	54.02	6.84	34.50	NA
239	PHULABANI	3.37	0.41	0.07	30.92	17.50	999	34.80	185	200	165	-9.42	51.40	5.50	36.50	94
240	BALANGIR	3.41	0.36	0.11	28.58	17.20	229	31.98	172	183	127	-10.97	61.71	8.41	32.50	87
241	KALAHANDI	2.32	0.31	0.04	38.30	16.80	1010	32.07	168	169	137	-8.24	62.50	5.05	46.50	86
242	KORAPUT	3.51	0.64	0.08	42.03	17.50	993	33.46	166	133	133	-4.73	56.53	10.97	41.60	NA
243	GANJAM	5.66	0.58	0.16	33.80	17.00	1031	36.69	200	152	159	5.13	59.82	10.78	36.00	93
244	PURI	9.24	1.33	0.47	30.58	17.10	960	36.08	197	170	160	0.56	62.54	14.43	33.80	86
PUNJAB																
245	GURDASPUR	14.18	3.97	0.76	10.69	18.70	907	37.75	236	78	101	17.76	30.92	80.62	51.20	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
246	AMRITSAR	11.47	4.89	1.21	10.65	19.10	871	36.60	224	74	97	23.66	46.82	88.04	64.40	NA
247	FIROZPUR	8.58	2.52	0.81	17.67	18.90	884	26.87	223	75	94	10.68	54.41	87.13	61.80	73
248	LUDHIANA	14.71	6.75	2.19	11.08	19.20	859	34.82	200	66	83	13.64	35.90	90.11	58.60	NA
249	JALANDHAR	14.67	5.32	1.48	9.83	18.80	893	33.92	204	75	100	16.83	53.62	86.95	50.20	80
250	KAPURTHALA	13.97	4.15	1.12	10.57	19.00	898	35.99	216	92	123	29.91	35.25	89.66	50.20	NA
251	HOSHARPUR	16.63	4.49	2.21	8.45	18.80	915	34.13	212	18	100	15.45	36.79	71.38	56.50	86
252	RUPNAGAR	14.96	4.39	1.43	13.98	18.40	861	33.78	198	73	90	10.09	20.72	65.51	57.70	87
253	PATIALA	11.80	3.80	2.01	16.78	18.40	863	37.50	217	78	93	917	38.52	82.19	52.40	84
254	SANGRUR	8.39	4.24	0.85	17.45	18.80	860	36.07	206	87	110	9.76	42.61	87.67	51.60	NA
255	BHATINDA	6.74	2.27	0.78	20.72	18.60	864	35.55	212	80	108	13.08	43.38	87.41	54.90	84
256	FARIDKOT	3.78	3.04	1.71	15.33	19.10	882	36.08	210	78	97	7.34	46.65	87.97	51.20	115
RAJASTHAN																
257	GANGANAGAR	4.66	1.01	0.37	46.10	16.80	874	39.15	218	82	95	7.83	20.44	36.79	38.20	NA
258	BIKANER	5.19	1.30	0.73	65.10	15.40	891	41.32	216	62	73	5.75	3.52	50.76	33.60	36
259	CHURU	3.13	0.59	0.14	69.40	15.30	956	42.08	214	81	102	8.04	2.80	37.11	29.60	NA
260	JHUNHUNU	3.67	0.43	0.25	67.28	15.50	956	39.98	202	92	117	20.63	3.80	38.91	32.10	36
261	ALWAR	3.93	0.64	0.33	61.59	16.00	892	41.36	220	128	168	17.55	11.63	15.26	27.90	NA
262	BHARATPUR	3.22	0.57	0.29	60.52	16.00	831	44.02	240	147	216	39.70	20.00	14.08	25.30	52
263	SAWAI MADHOPUR	2.69	0.35	0.12	77.40	15.10	867	43.34	218	141	197	25.12	15.49	11.34	22.10	41
264	JAIPUR	9.66	1.52	1.24	65.53	15.20	894	41.62	212	108	142	15.23	8.83	37.83	29.00	NA
265	SIKAR	3.25	0.33	0.11	74.22	15.00	963	41.00	207	95	127	25.58	6.00	31.05	27.10	79
266	AIMER	6.48	1.73	1.20	61.95	15.40	922	39.08	194	125	169	16.9	15.42	36.92	32.20	78
267	TONK	2.31	0.40	0.41	79.57	14.00	928	43.65	209	148	188	0.43	17.82	15.97	24.00	NA
268	JAISALMER	1.67	0.28	0.10	57.64	16.40	811	36.18	199	86	117	23.89	12.06	33.80	15.70	NA
269	JODHPUR	3.86	1.32	0.87	56.33	16.40	909	41.55	216	86	111	19.17	11.77	46.16	24.20	NA
270	NAGAUR	2.36	0.31	0.06	76.01	15.30	958	41.46	201	96	120	16.06	8.65	26.63	27.10	58
271	PALI	2.85	0.45	0.13	60.32	16.20	946	40.14	205	130	170	10.10	37.32	24.26	26.70	NA
272	BARMER	1.30	0.15	0.04	53.75	16.90	904	41.45	225	102	136	16.44	4.80	21.39	15.00	NA
273	JALOR	1.26	0.17	0.06	48.50	17.30	942	41.59	228	104	139	14.38	32.52	29.00	24.50	NA
274	SIROHI	3.08	0.58	0.21	49.83	17.50	963	39.75	206	121	155	13.14	47.24	27.06	28.80	NA
275	BHILWARA	2.85	0.53	0.25	82.06	14.50	942	37.99	175	140	188	10.89	10.52	18.76	29.50	NA
276	UDAPUR	3.14	0.76	0.61	58.95	15.80	977	40.65	199	120	151	-5.43	19.22	19.52	25.70	72
277	CHITTURGARH	2.99	0.43	0.22	76.24	14.70	951	38.96	183	135	171	1.38	12.51	18.95	26.10	NA
278	DUNGARPUR	2.86	0.30	0.13	46.84	16.50	1045	45.12	216	111	134	9.94	35.98	23.67	33.00	70
279	BANSWARA	2.27	0.42	0.12	43.31	16.90	984	42.39	223	108	145	-5.59	31.30	20.93	35.70	50
280	BUNDI	2.69	0.53	0.25	83.90	14.40	887	40.68	193	125	166	12.43	21.26	19.17	24.20	73
281	KOTA	4.45	1.15	0.81	71.00	15.20	898	40.14	219	112	141	11.90	39.52	32.00	27.00	NA
282	JHALAWAR	2.70	0.41	0.15	80.05	14.70	926	40.16	200	124	175	6.84	29.36	12.98	30.00	78
SIKKIM																
283	SIKKIM NORTH	5.06	0.68	0.22	23.66	19.50	789	43.30	262	124	149	-25.27	11.51	20.64	NA	NA
284	SIKKIM EAST	9.88	2.80	0.93	24.46	18.60	797	30.20	242	81	80	-26.52	3.08	46.17	NA	NA
285	SIKKIM SOUTH	6.15	0.64	0.16	24.31	19.10	854	39.80	257	105	117	-88.88	1.46	17.74	NA	NA
286	SIKKIM WEST	4.83	0.51	0.11	20.74	19.10	906	39.68	257	103	117	-15.03	2.89	15.62	NA	NA
TAMIL NADU																
287	MADRAS	17.74	12.49	3.16	21.00	18.10	934	30.38	162	53	64	-6.58	NRP	79.75	61.70	NA
288	CHENGALPATTU	11.90	5.14	0.63	27.50	17.90	957	32.71	173	85	94	15.47	70.27	29.76	56.30	NA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
289	NORTH ARCOT	10.53	2.81	0.26	34.10	17.40	979	34.30	180	100	116	-1.92	67.01	29.01	47.90	80
290	SOUTH ARCOT	9.01	2.39	0.20	31.40	17.70	972	34.92	178	104	118	-1.82	68.87	42.28	46.20	79
291	DHARAMAPURI	6.33	1.88	0.13	41.60	17.80	959	32.60	169	81	93	0.82	51.26	14.56	39.40	84
292	SALEM	10.23	3.57	0.39	30.40	17.80	949	27.93	139	74	89	22.77	55.04	26.73	42.50	85
293	PERIYAR	10.15	3.08	0.25	20.50	18.80	950	27.78	146	76	81	-10.28	67.94	57.38	55.50	99
294	COMBATORE	14.25	6.30	0.92	16.40	19.00	950	27.78	146	76	81	-10.28	67.94	57.38	55.50	99
295	NILGIRI	14.59	6.46	0.60	18.70	18.30	957	32.67	178	86	97	-5.43	7.72	64.83	48.90	NA
296	MADURAI	12.70	4.03	0.63	21.10	18.50	975	22.29	174	88	100	2.22	64.60	58.29	57.10	92
297	TRUCHIRAPALLI	11.83	4.09	0.43	21.10	18.30	985	29.42	153	87	96	0.75	58.49	41.86	50.20	NA
298	THANJAVUR	14.59	3.53	0.35	19.60	18.20	988	30.32	158	79	86	-11.30	79.88	65.12	45.60	94
299	PUDUKKOTTAI	8.67	2.18	0.21	17.40	18.90	1007	33.25	178	73	76	-10.48	42.88	16.69	46.40	NA
300	RAMANATHAPURAM	12.09	3.09	0.37	16.90	19.00	1023	35.20	190	96	109	0.68	45.81	36.65	46.80	93
301	TRINELVELI	16.24	3.66	0.41	12.10	19.50	1044	36.02	203	105	121	-4.94	48.38	47.77	50.30	82
302	KANNIYAKUMARI	19.64	8.68	1.17	4.90	20.30	985	33.81	215	58	60	-3.53	32.55	26.05	51.90	na
303	TRIPURA															
304	WEST TRIPURA	4.55	2.23	0.83	25.62	16.80	954	36.54	218	119	111	-6.82	41.27	37.47	NA	40
305	NORTH TRIPURA	8.65	1.53	0.36	26.70	17.00	934	38.92	230	134	136	-8.81	22.46	12.95	NA	NA
306	SOUTH TRIPURA	2.56	1.29	0.25	27.75	16.90	945	38.97	228	117	130	1.29	38.25	23.88	NA	37
307	UTTAR PRADESH															
308	UTTARKASHI	2.75	0.68	0.42	55.94	17.00	881	33.48	167	101	117	-19.72	0.28	52.43	46.10	NA
309	CHAMOLI	7.17	0.76	0.23	49.18	16.40	1093	38.85	183	97	102	4.70	0.21	49.78	42.70	NA
310	TEHRIGARHWAL	3.37	0.34	0.22	52.02	16.80	1081	41.18	195	99	141	4.08	0.10	35.22	30.80	NA
311	DEHRADUN	10.72	5.21	4.46	24.04	17.70	811	33.70	197	67	85	-2.11	9.48	77.42	34.50	86
312	GARHWAL	10.68	1.21	0.57	34.02	16.80	1091	36.86	193	94	103	-6.45	0.31	44.97	34.60	NA
313	PITHORAGARH	7.07	1.05	0.40	54.66	16.10	1014	34.99	170	91	106	20.63	0.34	38.07	38.60	NA
314	ALMORA	6.82	0.94	0.49	49.15	16.10	1081	36.11	177	82	97	5.30	1.10	26.60	32.80	NA
315	NAINITAL	8.26	2.18	1.42	36.86	17.00	841	39.24	220	96	112	4.38	2.80	70.75	40.00	NA
316	SAHARANPUR	5.30	1.63	1.22	39.35	17.60	832	39.24	220	96	127	21.21	44.80	78.40	22.90	NA
317	MUZAFFARNAGAR	5.45	1.28	0.65	43.59	17.10	843	38.67	216	106	140	25.87	36.60	82.48	30.20	NA
318	BUNDELKHAND	4.45	0.97	0.53	29.51	17.90	863	42.93	253	120	168	24.38	12.40	57.24	31.40	NA
319	MEERUT	5.60	1.97	1.48	38.99	17.10	831	39.76	226	102	139	28.06	30.70	36.31	31.70	88
320	GHAZIABAD	5.91	2.13	1.47	42.70	16.90	821	40.50	223	114	139	35.04	24.40	77.71	28.30	84
321	BULANDSHAHR	4.23	1.05	0.48	44.12	16.80	863	40.59	229	127	170	31.68	37.00	57.20	26.80	NA
322	MORADABAD	3.09	1.04	0.68	41.38	17.40	842	42.47	243	126	178	27.27	9.20	55.40	27.00	87
323	RAMPUR	2.47	0.69	0.36	62.68	16.15	801	41.06	224	146	170	21.67	12.20	61.66	27.60	NA
324	HADAUN	3.33	1.44	1.00	53.03	16.18	830	39.80	225	155	228	33.33	11.00	38.13	25.14	NA
325	BAREILLY	2.93	0.82	0.46	57.99	16.70	841	39.89	224	146	170	8.76	38.40	62.52	27.30	NA
326	SHANJAHANPUR	3.63	0.76	0.41	65.65	16.14	812	40.56	217	129	180	29.19	21.80	38.81	23.30	NA
327	ALIGARH	5.06	1.45	0.91	46.47	16.17	840	40.56	217	129	180	29.19	21.80	38.81	23.30	86
328	MATHURA	3.94	1.16	0.68	54.35	16.50	811	38.80	214	100	169	41.21	42.20	22.85	29.10	NA
329	AGRA	5.57	2.12	1.36	47.38	16.60	821	41.07	225	115	154	44.22	22.40	35.62	28.20	NA
330	ETAH	4.73	0.83	0.37	57.72	16.40	821	39.67	213	170	192	41.67	40.00	23.55	25.20	NA
331	MATNPURI	7.16	1.03	0.36	16.78	16.10	821	39.52	206	121	179	36.16	11.90	18.61	23.50	88
332	FARUKHABAD	7.10	1.22	0.40	59.46	16.30	821	39.49	212	122	174	35.00	7.80	12.73	27.30	NA
333	ETAWAH	9.07	1.46	0.52	59.66	15.80	831	37.94	204	117	167	32.94	30.40	19.43	28.20	7
334	KANPUR	9.70	3.48	2.05	38.18	17.00	830	37.27	205	91	117	14.18	55.10	41.91	31.30	NA
335	FATEHPUR	4.68	0.62	0.18	50.67	16.70	891	37.99	201	111	170	9.81	47.70	6.51	31.80	82

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	12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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
379	NICOBARS	8.86	1.79	0.29	11.06	19.70	811	35.75	224	70	80	-1.50	0.09	9.88	NA	NA
ARUNACHAL PRADESH																
380	WEST KAMENG	2.85	1.29	0.61	25.50	19.70	858	39.88	239	119	126	-5.45	2.21	41.32	NA	NA
381	EAST KAMENG	0.61	0.30	0.10	39.84	18.40	943	40.24	185	223	259	-7.98	0.94	25.15	BA	NA
382	LOWER SUBANSIRI	2.06	1.24	0.56	43.90	17.60	885	40.22	195	137	175	-1.59	0.97	48.80	NA	47
383	UPPER SUBANSIRI	0.95	0.42	0.12	26.50	17.90	972	47.51	243	147	225	-6.16	0.20	35.60	NA	47
384	WEST SIANG	2.39	0.82	0.28	25.90	18.10	912	40.09	229	112	112	-8.72	0.91	54.72	NA	NA
385	EAST SIANG	3.47	0.87	0.31	24.50	19.20	849	33.60	196	83	88	-19.51	3.02	51.97	NA	NA
386	DIBANG VALLEY	2.68	1.04	0.34	37.82	18.70	661	33.27	213	89	109	-8.29	15.21	46.36	NA	NA
387	LOHIT	4.08	1.48	0.40	26.70	18.80	781	40.24	252	95	101	-15.17	2.14	48.50	NA	NA
388	TIRAP	2.04	0.72	0.31	21.30	19.70	866	41.37	247	112	118	-8.48	1.35	36.46	NA	51
389	CHANDIGARH	11.32	9.49	10.39	17.29	18.80	770	32.20	172	53	63	2.78	15.98	99.09	NA	70
390	DADRA & NAGAR HAVELI	3.76	2.10	0.35	34.20	18.00	974	41.63	212	98	117	-11.59	15.35	19.35	NA	NA
391	DELHI	12.02	7.39	7.09	24.15	18.00	808	34.48	189	63	88	6.45	13.53	92.97	NA	67
GOA, DAMAN & DIU																
392	GOA	14.63	6.63	1.48	6.40	19.40	975	31.14	200	56	61	-3.75	23.01	13.71	NA	5
393	DAMAN	11.69	3.04	0.60	17.30	17.90	1017	35.47	303	59	57	-11.39	35.28	12.72	NA	NA
394	DIU	12.84	2.00	0.19	14.70	18.30	1139	41.87	250	84	82	-18.18	11.48	13.68	NA	NA
395	LAKSHADWEEP	14.14	1.96	0.19	32.50	17.00	975	44.66	242	118	153	-14.86	0.00	2.19	NA	NA
MIZORAM																
396	AIZWAL	11.51	2.22	0.32	10.00	20.40	934	39.69	297	59	63	-12.05	1.37	6.15	NA	NA
397	LUNGLEI	10.70	0.98	0.12	11.71	20.00	881	39.53	281	74	74	0.00	0.78	3.12	NA	NA
398	CHHIMTUIPUI	7.00	0.98	0.05	14.20	19.10	898	45.41	286	107	115	-2.65	0.67	0.75	NA	NA
PONDICHERY																
399	PONDICHERY	14.16	5.88	0.84	22.11	18.10	966	32.48	183	74	76	-2.59	81.95	86.65	NA	3
400	KARAIKAL	16.59	4.91	0.38	15.76	18.50	1021	32.22	179	72	86	-7.34	74.57	73.32	NA	NA
401	MAHE	26.34	5.53	0.88	20.00	18.20	1145	32.09	187	56	29	0.00	28.78	6.68	NA	NA
402	YANAM	17.46	3.40	0.68	37.31	16.10	974	31.23	161	81	101	0.00	NRP	60.91	NA	NA

Source : Various tables from S.C. Nema, Women and Development, NIEPA, 1990
Data in Cols. 16 & 17 pertain to 1988.

APPENDIX TABLE 23
LITERACY RATE—INDIA 1951-1991

<i>Year</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
1	2	3	4
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56	56.37	29.75
	(41.42)	(53.45)	(28.46)
1991	52.11	63.86	39.42

- Notes: 1. Literacy rates for 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1981 and 1991 relate to the population aged seven years and above. The literacy rates for the population aged five years and above in 1981 have been shown in brackets.
2. The 1981 rates exclude Assam where the 1981 Census could not be conducted. The 1991 Census rates exclude Jammu & Kashmir where the 1991 Census is yet to be conducted.

Source: Census of India 1991

APPENDIX TABLE 24
NUMBER OF LITERATES AND ILLITERATES AMONG POPULATION AGED SEVEN YEARS AND ABOVE—INDIA 1981-1991

(in 000's)

<i>Literates/ illiterates</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
1	2	3	4
<i>Literates</i>			
1981	233.947	156.953	76.994
1991	352.082	224.288	127.794
Increase in 1991 over 1981	118.135	67.335	50.800
<i>Illiterates</i>			
1981	301.933	120.902	181.031
1991	324.030	126.694	197.336
Increase in 1991 over 1981	22.097	5.792	16.305

- NOTES. 1. The figures exclude Assam and Jammu & Kashmir. For Assam, the 1981 figures are not held there, while for Jammu & Kashmir, the 1991 figures are not yet available as the 1991 Census is yet to be conducted there.
2. Figures of literate population for 1991 are as per the provisional results of the 1991 Census. The figures of illiterate population aged seven years and above are estimated figures based on certain assumptions on population age structure and are likely to undergo change.

Source: Census of India 1991

APPENDIX -TABLE 25

PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE

<i>India/State/ Union Territory</i>	<i>1981</i>			<i>1991</i>		
	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
1	2	3	4	5	6	7
<i>States</i>						
1. Andhra Pradesh	35.66	46.83	24.16	45.11	56.24	33.71
2. Arunachal Pradesh	25.54	35.11	14.01	41.22	51.10	29.37
3. Assam	NA	NA	NA	53.42	62.34	43.70
4. Bihar	32.03	46.58	16.51	38.54	52.63	23.10
5. Goa	65.71	76.01	55.17	76.96	85.48	68.20
6. Gujarat	52.21	65.14	38.46	60.91	72.54	48.50
7. Haryana	43.85	58.49	26.89	55.33	67.85	40.94
8. Himachal Pradesh	51.17	64.27	37.72	63.54	74.57	52.46
9. Jammu & Kashmir	32.68	44.18	19.55	NA	NA	NA
10. Karnataka	46.20	58.72	33.16	55.98	67.25	44.34
11. Kerala	81.56	87.74	75.65	90.59	94.45	86.93
12. Madhya Pradesh	34.22	48.41	18.99	43.45	57.43	28.39
13. Maharashtra	55.83	69.66	41.01	63.05	74.84	50.51
14. Manipur	49.61	64.12	34.61	60.96	72.98	48
15. Meghalaya	42.02	46.62	37.15	48.26	51.57	44.78
16. Mizoram	74.26	79.37	68.60	81.23	84.06	78.09
17. Nagaland	50.20	58.52	40.28	61.30	66.09	55.72
18. Orissa	40.96	56.45	25.14	48.55	62.37	34.40
19. Punjab	48.12	55.52	39.64	57.14	63.68	49.72
20. Rajasthan	30.09	44.76	13.99	38.81	55.07	20.84
21. Sikkim	41.57	52.98	27.35	56.53	64.34	47.23
22. Tamil Nadu	54.38	68.05	40.43	63.72	74.88	52.29
23. Tripura	50.10	61.49	38.01	60.39	70.08	50.01
24. Uttar Pradesh	33.33	47.43	17.18	41.71	55.35	26.02
25. West Bengal	48.64	59.93	36.07	57.72	67.24	47.15
<i>Union Territories</i>						
1. A & N Islands	63.16	70.28	53.15	73.74	79.68	66.22
2. Chandigarh	74.81	78.89	69.31	78.73	82.67	73.61
3. Dadra & Nagar Haveli	32.70	44.69	20.38	39.45	52.07	26.10
4. Daman & Diu	59.91	74.45	46.51	73.58	85.67	61.38
5. Delhi	71.93	79.28	62.57	76.09	82.63	68.01
6. Lakshadweep	68.42	81.24	55.32	79.23	87.06	70.88
7. Pondicherry	65.14	77.09	53.03	74.91	83.91	65.79
INDIA*	43.56	56.37	26.75	52.11	63.86	39.42

Note: NA stands for not available

Literacy rates for 1981 exclude Assam & the same Literacy rates for 1991 exclude Jammu & Kashmir as the census in those States could not be held in the respective years

Source: Fifth All India Educational Survey, NCERT (unpublished data)

APPENDIX TABLES 26

GROSS ENROLMENT RATIOS IN STATES AND UNION TERRITORIES OF INDIA. PRIMARY AND UPPER
PRIMARY LEVEL IN 1988-89

		Classes I-V		Classes VI-VIII	
Sl No	States/UTs	Male	Female	Male	Female
States					
1.	Andhra Pradesh	119.69	89.72	64.82	37.55
2.	Arunachal Pradesh	118.61	83.83	50.95	31.14
3.	Assam	141.66	76.13	83.40	51.06
4.	Bihar	108.32	54.19	49.40	17.37
5.	Goa, Daman & Diu	116.67	106.24	116.68	99.05
6.	Gujarat	130.67	101.03	69.88	45.27
7.	Haryana	94.23	72.11	80.18	47.15
8.	Himachal Pradesh	120.80	105.75	115.38	83.40
9.	Jammu & Kashmir	102.97	69.85	75.78	42.68
10.	Karnataka	112.63	96.37	68.44	45.92
11.	Kerala	107.03	104.60	101.97	98.87
12.	Madhya Pradesh	123.60	81.48	81.99	37.22
13.	Maharashtra	131.16	113.45	83.24	57.18
14.	Manipur	128.63	112.66	73.21	58.29
15.	Meghalaya	110.87	105.41	62.14	52.82
16.	Mizoram	142.49	135.29	73.46	73.28
17.	Nagaland	121.42	121.19	68.05	59.40
18.	Orissa	120.41	79.00	52.76	31.51
19.	Punjab	99.36	93.31	70.66	59.96
20.	Rajasthan	110.44	47.30	65.87	17.29
21.	Sikkim	123.20	105.72	53.56	47.05
22.	Tamil Nadu	139.75	124.42	101.74	75.48
23.	Tripura	143.35	119.70	83.08	63.77
24.	Uttar Pradesh	93.81	56.08	58.58	24.13
25.	West Bengal	145.02	110.50	78.64	56.75
Union Territories					
26.	A & N Islands	104.25	90.53	96.70	84.58
27.	Chandigarh	61.99	59.41	55.24	55.38
28.	Dadra & Nagar Haveli	104.08	77.58	52.73	53.20
29.	Daman & Diu				
30.	Delhi	92.35	94.26	88.41	82.81
31.	Lakshadweep	159.43	146.44	88.13	102.90
32.	Pondicherry	137.71	123.69	113.69	93.39
	INDIA	115.71	82.51	70.81	42.32

Source: Selected Educational Statistics, 1988-89, New Delhi, 1991

APPENDIX TABLE 27

Non-Formal Education Centres and Enrolment

Sl. No.	States & Union Territories	Rural										Urban			
		Number of Centres					Enrolment					Number of Centres			
		Primary Level					Boys					U. Primary Level			
															Total
1	2	3	4	5	6	7	8	9	10	11	12				
	State														
1.	Andhra Pradesh			14399		0	291582	165639	457221	1851		0	26256	22634	48890
2.	Assam			31	0	0	407	274	681	1		0	8	6	14
3.	Bihar			6859	0	0	108160	86795	194955	39		0	746	577	1323
4.	Goa			18884	1016	0	338995	264488	603488	794		155	15030	15126	3156
5.	Gujarat			0	0	0	0	0	0	0		0	0	0	0
6.	Haryana			509	0	0	10307	6077	16384	20		0	286	460	746
7.	Himachal Pradesh			2692	33	0	48298	48298	88511	332		5	7755	7032	14787
8.	Jammu & Kashmir			14	0	0	89	157	246	0		0	0	0	0
9.	Karnataka			1688	294	0	16134	18976	35110	151		0	1214	2112	3326
10.	Kerala			2169	0	0	45813	26964	72777	139		14	3385	2725	6110
11.	Madhya Pradesh			31	3	0	1116	1060	2176	0		0	0	0	0
12.	Maharashtra			12069	1499	0	197303	135573	332876	1594		359	34247	29498	63745
13.	Manipur			1155	128	0	24506	10092	34598	15		6	415	258	673
14.	Meghalaya			160	0	0	1865	1712	3577	9		0	106	112	218
15.	Mizoram			380	215	0	8920	7293	16213	2		1	32	30	62
16.	Nagaland			4	0	0	79	57	136	0		0	0	0	0
17.	Orissa			59992	218	0	101807	76895	178702	358		0	6598	4906	11504
18.	Punjab			478	76	0	6983	7842	14825	50		21	790	922	1712
19.	Rajasthan			8761	0	0	169304	138634	307938	432		15	9620	10044	19664
20.	Sikkim			202	8	0	2412	1628	4040	1		0	10	16	26
21.	Tamil Nadu			277	102	0	3133	7281	10414	8		15	403	1717	2120
22.	Tripura			0	0	0	0	0	0	0		0	0	0	0
23.	Uttar Pradesh			20859	2702	0	352788	292417	645205	-708		117	19637	16056	35693
24.	West Bengal			13265	0	0	211337	108718	320055	1781		0	31777	27619	59396
25.	Union Territories														
26.	A. & N. Islands			44	0	0	708	569	1277	0		0	0	0	0
27.	Chandigarh			3	0	0	55	71	126	27		0	950	150	1100
28.	Dadra & Nagar Haveli			0	0	0	0	0	0	0		0	0	0	0
29.	Daman & Diu			0	0	0	0	0	0	0		0	0	0	0
30.	Delhi			18	3	0	629	204	833	74		0	422	1500	1922
31.	Lakshadweep			0	0	0	0	0	0	0		0	0	0	0
32.	Pondicherry			0	0	0	0	0	0	0		0	0	0	0
				110943	2697		1934645	1407714	3342359	8386		717	159687	143500	303187
															A-I

APPENDIX TABLE 28

PERCENTAGE OF GIRLS SCHOOLS AND CO-EDUCATIONAL SCHOOLS TO TOTAL SCHOOLS IN RURAL AREAS -
1987-88

S No	State/UTs	Percentage of Girls Schools to Total Schools			Percentage of Co-ed Schools to Total Schools		
		Rural	Urban	Total	Rural	Urban	Total
1	2	3	4	5	6	7	8
<i>States</i>							
1.	Andhra Pradesh	0.38	3.83	0.66	99.53	90.75	98.83
2.	Arunachal Pradesh	0	0	0	99.57	100.00	99.58
3.	Assam	0.53	2.10	0.63	99.33	97.19	99.20
4.	Bihar	2.43	5.97	2.61	95.29	91.96	95.12
5.	Goa	0	0	0	100.00	100.00	100.00
6.	Gujarat	0.53	7.61	1.24	99.22	84.69	97.75
7.	Haryana	10.81	11.47	10.87	83.21	74.31	82.41
8.	Himachal Pradesh	0.21	4.81	0.33	99.66	91.44	99.44
9.	Jammu & Kashmir	24.01	45.49	26.16	37.12	28.70	36.50
10.	Karnataka	1.33	6.48	1.76	98.18	86.84	97.20
11.	Kerala	0.49	3.72	0.82	99.12	93.84	98.59
12.	Madhya Pradesh	5.60	15.03	6.53	79.65	62.66	77.97
13.	Maharashtra	2.06	11.16	3.27	96.47	80.23	94.37
14.	Manipur	2.54	6.39	3.05	96.04	91.11	95.39
15.	Meghalaya	0.05	2.56	0.14	99.95	94.01	99.76
16.	Mizoram	0	0.55	0.55	100.00	99.45	99.45
17.	Nagaland	0	0	0	100.00	100.00	100.00
18.	Orissa	0.39	3.45	0.54	99.38	95.08	99.16
19.	Punjab	1.05	5.00	1.37	97.96	90.18	97.34
20.	Rajasthan	3.24	5.00	1.37	97.96	90.18	97.34
21.	Sikkim	0	0	0	100.00	100.00	100.00
22.	Tamil Nadu	20.89	1.90	0.41	99.66	96.55	99.30
23.	Tripura	0	0	0	100.00	100.00	100.00
24.	Uttar Pradesh	0.66	1.39	0.75	98.27	97.30	98.15
25.	West Bengal	0.28	3.23	0.75	99.58	99.74	98.82
<i>Union Territories</i>							
26.	A & N Islands	0	0	0	100.00	100.00	100.00
27.	Chandigarh	0	0	0	10.00	100.00	100.00
28.	Dadra & Nagar Haveli	0	0	0	100.00	100.00	100.00
29.	Daman & Diu	0	0	0	100.00	100.00	100.00
30.	Delhi	40.79	44.79	44.07	33.23	11.75	15.61
31.	Lakshadweep	0	0	0	100.00	100.00	100.00
32.	Pondicherry	3.21	9.09	5.31	95.87	82.64	91.15
INDIA							

Source: Fifth All India Educational Survey (NCERT) (Unpublished Data)

APPENDIX TABLE 29
INCENTIVE SCHEMES IN PRIMARY SCHOOLS - NUMBER OF SCHOOLS
AND BENEFICIARIES IN RURAL AND URBAN AREAS 1986-87

S. NO.	Types of Schemes	Percentage of Schools having the Schemes	Percentage of Total Number beneficiaries		Percentage of SC beneficiaries		Percentage of ST Beneficiaries	
			Boys	Girls	Boys	Girls	Boys	Girls
I	Mid-day Meal	28.27	16.82	18.29	23.00	27.54	45.17	44.98
II	Free Text Books	60.69	23.26	25.74	42.74	45.52	47.13	54.38
III	Free Uniform	48.57	21.23	17.90	21.90	41.01	16.08	38.35
IV	Attendance Scholarship	0.14	0.01	0.006	0.08	0.01	0.07	0.12

Source : Based on Fifth All India Educational Survey, NCERT, (Unpublished Data)

I Mid-Day Meal Scheme - Number of Schools and Beneficiaries
in Rural and Urban Areas - 1986-87

Area	Total Number of Schools	Number of Schools having Mid-Day Meal Scheme	Number of Students Enrolled	Number of Beneficiaries	SC Boys	SC Girls	ST Boys	ST Girls	Total Number of Girl Beneficiaries
Rural	475823	133554 (28.27)	65800799	11453515 (17.40)	141452 (12.35)	994313 (8.68)	139942 (12.17)	809268 (7.06)	4753415 (41.50)
Urban	52907	13093 (24.72)	20112679	2216205 (11.0)	330084 (14.89)	258909 (11.68)	40580 (11.83)	33406 (1.58)	1017849 (45.92)
Total	528730	147647 (27.92)	85914378	13669720 (15.91)	1744626 (12.76)	1253223 (9.16)	1434522 (10.94)	842674 (6.16)	5771264 (42.21)

Source : Based on Fifth All India Educational Survey, NCERT, (Unpublished Data)

II. FREE TEXT BOOKS - NUMBER OF SCHOOLS AND BENEFICIARIES IN RURAL AND URBAN AREAS — 1986-87

Area	Number of Primary Schools	Number of Schools having the Scheme	Number of Beneficiaries Enrolled	SC Boys	SC Girls	ST Boys	ST Girls	Total Number of Girl Beneficiaries
Rural	475823	2888786 (60.69)	15953853 (24.24)	2603342 (16.31)	1642979 (10.29)	1454506 (9.11)	978442 (6.13)	6688393 (41.92)
Urban	52907	26427 (49.95)	3512918 (17.46)	497799 (16.17)	415041 (11.81)	85415 (2.43)	66710 (1.89)	1636665 (46.58)
Total	528730	315213 (59.62)	19466771 (22.65)	3101141 (15.93)	2058020 (10.57)	1539921 (7.91)	1045152 (5.36)	8325058 (42.76)

Source : Based on NCERT Fifth All India Educational Survey (Unpublished Data Table)

III. FREE UNIFORMS - NUMBER OF SCHOOLS AND BENEFICIARIES IN RURAL AND URBAN AREA-1986-87

Area	Number of Primary Schools	Number of Schools having the Scheme	Number of Students Enrolled	Number of Beneficiaries	SC Boys	SC Girls	ST Boys	ST Girls	Total No of Girl Beneficiaries
Rural	475823	231128 (48.57)	65800799	8453768 (12.85)	1346587 (15.92)	1480133 (17.50)	496368 (5.87)	690076 (8.16)	4673675 (55.27)
Urban	52907	16460 (31.11)	20112679	2009748 (9.99)	670664 (33.37)	276885 (13.77)	28462 (1.41)	40708 (2.02)	820161 (40.80)
Total	528730	247588 (46.82)	85913478	10465516 (12.81)	2017251 (19.27)	1757018 (16.78)	524830 (85.01)	730784 (6.98)	5493836 (52.49)

Source : Fifth All India Education Survey, NCERT (unpublished data)

IV. ATTENDANCE SCHOLARSHIP FOR GIRLS IN RURAL AND URBAN AREAS

S No	Area	Number of Schools	Number of schools having the Scheme	Number of Students Enrolled (I- V)	Number of Beneficiaries	S C Girls	S.T Girls	Others
1	Rural	475823	671 (0.14)	65800799	11531 (0.02)	5063 (43.90)	2237 (19.39)	4231 (36.69)
2.	Urban	52907	1225 (2.31)	20112669	15560 (0.07)	9044 (58.12)	1784 (11.46)	4732 (30.41)
3.	Total	528730	1896 (0.35)	85913478	27091 (0.03)	14107 (52.07)	4021 (14.84)	8963 (33.08)

Source : Fifth All India Education Survey, NCERT (unpublished data)

APPENDIX TABLE 30

DISTRIBUTION OF BACKWARD DISTRICTS WITH LOW AGE SPECIFIC (6 -11 Years) ENROLMENT RATIO FOR GIRLS IN INDIA 1986-87

Sl No	States	Categories of Districts by Enrolment Ratio for Girls in age group 6-11 Yrs in the Range			
		0-25		26-50	
I	Rajasthan	1. Barmer	1. Jaisalmer	11. Sirohi	
		2. Jalore	2. Nagaur	12. Bharatpur	
		3. Churu	3. Sawai Madhopur	13. Udaipur	
			4. Tonk	14. Jhunjhunu	
			5. Bondi	15. Ganga Nagar	
			6. Pali	16. Jodhpur	
			7. Sikar	17. Bikaner	
			8. Bhilwara	18. Jaipur	
			9. Chittaurgarh	19. Kota	
			10. Jhalawar	20. Dholpur	
II.	Bihar	4. Khagaria	21. Paschim Champaran	29. Munger	
		5. Samastipur	22. Palamau	30. Begu Sarai	
			23. Purnia	31. Gaya	
			24. Madhubani	32. Jahanabad	
			25. Giridih	33. Madhopura	
			26. Siwan	34. Deoghar	
			27. Hazaribagh	35. Saharsa	
			28. Nawada		
III	Uttar Pradesh	6. Pilibhit	36. Bahraich	50. Moradabad	
		7. Gorakhpur	37. Gonda	51. Faizabad	
			38. Barabanki	52. Azamgarh	
			39. Badaun	53. Unnao	
			40. Lakdhampur Kheri	54. Bareilly	
			41. Basti	55. Allahabad	
			42. Sitapur	56. Mathura,	
			43. Banda	57. Etah,	
			44. Rampur	58. Bulandshar	
			45. Deoria	59. Bijnor	
			46. Uttar Kashi	60. Aligarh	
			47. Lalit Pur	61. Muzaffarnagar	
IV.	Andhra Pradesh	-	48. Mirza pur	62. Saharanpur	
		-	49. Sahajahanpur		
V.	Arunachal Pradesh	-	63. Mehboob Nagar		
		-	64. Nizamabad		
		-	65. East Kameng		
		-	66. Tirap		
		-	67. Lower Subhansiri		
VI.	Madhya Pradesh	-	68. West Kameng		
		-	69. Twanag		
		-	70. Sidhi		
		-	71. Jabua		
		-	72. Rajgarh		
		-	73. Shivpuri		
		-	74. Bastar		

Sl No	States	Categories of Districts by Enrolment Ratio for Girls in age group 6-11 Yrs in the Range	
		0-25	26-50
VII	Nagaland		75. Mon 76 Twengsang 77. Wokha 78. Zunheboto 79 Kohima 80 Mokokchung
VIII	Orissa	-	81 Kalahandi 82 Bolangir 83 Mayurbhanj
IX	Jammu & Kashmir	-	84. Doda
X	Assam	-	85. Karbianglong
XI	Sikkim	-	86 North Sikkim
XII	Himachal Pradesh	-	87. Chumba
XIII	Meghalaya	-	88 East Garo Hills

Source : Education of the Child in India with Special Focus on Girls - A Situational Analysis by Usha Nayar, NCERT, New Delhi, 1989

APPENDIX TABLE 31

LIST OF STATEWISE DISTRIBUTION OF BACKWARD DISTRICTS WITH LOW AGE SPECIFIC (6-11 YRS)
ENROLMENT RATIO FOR GIRLS IN INDIA 1986-87

S.No	States	Categories of Districts by Enrolment Ratio for Girls in age group 6-11 Yrs in the Range			
		0-25		26-50	
1	Andhara Pradesh	1.	Nizamabad		
2.	Arunachal Pradesh	1	Tnapap		
		2	Lower Sabsansiri		
		3.	West Kameng		
		4	Twang		
		5	East Kameng		
3.	Assam	1.	Karbi Anglong		
4.	Bihar	1	Gaya	12	Siwan
		2.	Nawada	13	Samastipur
		3	Arurangabad	14	Madhubani
		4	Jahanabad	15	Begusarai
		5	Hazanbagh	16	Saharsa
		6.	Giridih	17	Madhepura
		7	Palamau	18	Purnia
		8	Siwan	19	Katihar
		9	East Champaran	20	Munger
		10	West Champaran	21.	Khagana
		11	Saran	22	Deoghar
5	Haryana	1.	Mahendergarh		
6.	Himachal Pradesh	1.	Chamba		
7.	Jammu & Kashmir	1.	Srinagar	3	Doda
		2	Kapwara	4	Poonch
8	Madhya Pradesh	1.	Shivpuri	6.	Ujjain
		2	Guna	7.	Shajapur
		3.	Shahdol	8	Jahabua
		4	Sidhi	9	Rajgarh
		5	Ratlam	10	Bastar
9.	Meghalaya	1	East Khasi Hills		
		2	East Garo Hills		
		3	Jaintia Hills		
10	Nagaland	1	Wokha	4.	Mokokchung
		2	Mon	5.	Kohima
		3	Zunheboto	6.	Tuensang
11	Orissa	1	Bolangir		
		2	Ganjam		
		3.	Kalahandi		
		4	Maujarbanj		

S No	States	Categories of Districts by Enrolment Ratio for Girls in age group 6-11 Yrs in the Range			
		0-25		26-50	
12	Rajasthan	1 Bikaner	1 Ganganagar	11 Nagaur	
		2 Churu	2 Jhunjhunu	12. Pali	
		3 Jaisalmer	3 Alwar	13 Sirohi	
		4 Barmer	4 Bharatpur	14 Bhilwara	
		5 Jalore	5 S Madhopur	15 Udaipur	
		6 Jhalawar	6 Jaipur	16. Chittaurgarh	
			7 Sikar	17. Dangarpur	
			8. Ajmer	18 Bundi	
			9 Tonk	19 Kota	
			10 Jodhpur	20 Dholpur	
13	Sikkim		1. North Sikkim		
14	Uttar Pradesh	1. Saharanpur	1. Meerut	15 Lakhimpur Khuri	
		2 Bareilly	2. Gaziabad	16 Sitapur	
		3 Badaun	3 Muzaffar Nagar	17 Unnao	
		4 Pilibhit	4. Bulandshahr	19. Deoria	
		5 Gorkhpur	5. Agra	20 Basti	
		6 Bahraich	6 Mathura	21. Azamgarh	
		7. Gonda	7 Aligarh	22. Faizabad	
		8 Moradabad	8 Etah	23 Barabanki	
		9 Rampur	9 Shajahanpur	24 Jhansi	
			10. Allahabad	25 Lalitpur	
			11 Varanasi	26 Hamirpur	
			12 Mirzapur	27 Bijnor	
			13 Lucknow	28. Rai Bareilly	
			14 Hardoi		
15	West Bengal	1 Darjeeling	1. West Dinajpur		
16.	Dadra & Nagar Haveli		1 D & N Haveli		

Source Fifth All India Educational Survey, NCERT (unpublished data)

APPENDIX TABLE 32.1

ANDHRA PRADESH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Srikakulam	R U T	31.47			32.09	15.99
2	Vizianagaram	R U T	38.69			45.17	19.32
3	Vaizag	R U T	27.50			40.05	17.65
4	East Godavari	R U T	39.24			33.21	25.87
5	West Godavari	R U T	40.70			38.51	30.00
6	Krishna	R U T	40.28			51.70	44.60
7	Guntur	R U T	30.56			35.28	20.10
8	Prakasam	R U T	41.36			34.62	17.52
9	Nellore	R U T	34.72			35.49	21.44
10	Kurumool	R U T	37.29			29.75	10.31
11	Anantapur	R U T	39.90			48.21	18.56

1	2	3	4	5	6	7	8
12	Cuddapah	R U T	32 94			55.31	32 25
13	Chittoor	R U T	36.36			45 17	27.17
14	Hyderabad	R U T	NRP	NRP		NRP 49 90 49 90	NRP 46.70 46.70
15	Rangareddy	R U T	44 52			43.56	27 57
16	Nizamabad	R U T	25 61			32 96	15 54
17	Medak	R U T	29 39			37 50	12 27
18	Mahaboobnagar	R U T	27.46			30 85	13 04
19	Nalgonda	R U T	31 69			49 33	23 03
20	Warangal	R U T	34 45			52 98	21 06
21	Khammam	R U T	35 65			37 01	21 86
22	Kannnagar	R U T	32 50			40 05	19.79
23	Adilabad	R U T	30 80			34 78	14 64
	Total (State)	R U T	37 05				

APPENDIX TABLE 32.2

ARUNACHAL PRADESH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Tirap	R	33.76	0.34	18.70	52.74	26.66
		U	NUP	NUP	NUP	NUP	NUP
		T	33.76	0.34	18.70	52.74	26.66
2	Lohit	R	41.03	0.42	20.67	64.75	45.61
		U	41.26	-	9.35	66.92	92.29
		T	41.08	0.42	18.34	64.92	49.15
3	Dibang Valley	R	35.07	0.11	26.60	90.46	50.76
		U	NUP	NUP	NUP	NUP	NUP
		T	35.07	0.11	26.60	90.46	50.76
4	East Siang	R	37.49	-	37.27	74.94	54.53
		U	46.42	0.10	29.91	70.86	71.60
		T	39.15	0.10	34.42	74.43	56.53
5	West Siang	R	35.40	-	34.33	65.80	52.17
		U	39.42	-	22.67	99.73	57.54
		T	39.96	-	32.00	69.81	52.92
6	Upper Subansiri	R	27.38	-	23.88	63.25	34.31
		U	NUP	NUP	NUP	NUP	NUP
		T	27.38	-	23.88	63.25	34.31
7	Lower Subansiri	R	30.44	0.00	21.18	56.74	28.87
		U	43.77	0.12	24.66	66.86	49.93
		T	33.72	0.09	22.50	58.29	32.23
8	West Kameng	R	41.42	-	29.11	31.47	28.11
		U	50.00	-	21.55	64.61	86.90
		T	43.45	-	24.49	35.16	31.00
9	Tawang	R	43.41	-	33.22	24.23	17.63
		U	NUP	NUP	NUP	NUP	NUP
		T	43.41	-	33.22	24.33	17.63
10	East Kameng	R	20.75	0.12	9.06	44.82	10.15
		U	NUP	NUP	NUP	NUP	NUP
		T	20.75	0.12	9.06	44.82	10.15
	Total (State)	R	34.90	0.14	25.94	57.60	34.61
		U	43.37	0.15	19.90	86.45	65.00
		T	36.12	0.14	25.07	59.73	37.02

APPENDIX TABLE 32.3

ASSAM

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Dhubri	R	34.83	37.39	40.04	62.36	36.27
		U	44.95	44.07	45.45	92.94	82.67
		T	33.67	39.71	40.13	65.63	41.23
2	Kokrajhar	R	35.10	44.49	44.18	52.64	32.18
		U	48.31	30.12	41.57	92.98	95.10
		T	36.34	39.05	43.82	55.38	36.57
3	Gaal para	R	39.33	30.01	43.35	79.36	56.50
		U	50.31	50.84	37.58	89.40	95.07
		T	40.53	37.25	42.59	80.18	59.84
4	Barpeta	R	37.08	35.60	42.55	60.04	38.51
		U	44.67	41.30	63.62	94.26	83.63
		T	37.99	37.11	43.61	62.46	41.68
5	Kamrup	R	42.33	40.60	44.38	63.73	50.66
		U	49.42	41.16	41.46	99.39	93.80
		T	44.49	42.05	43.92	71.28	59.82
6	Nalban	R	39.91	47.52	38.38	68.06	65.74
		U	49.49	44.08	55.00	85.57	90.92
		T	40.20	47.20	38.43	68.43	66.44
7	Darrang	R	36.96	43.84	33.98	49.10	32.39
		U	48.35	40.08	48.73	84.69	89.52
		T	37.93	42.82	36.63	50.60	34.79
8	Sonitpur	R	43.11	43.45	52.92	48.16	40.81
		U	16.67	48.40	46.79	94.29	93.53
		T	43.74	44.25	52.49	52.47	45.68
9	Lakhimpur	R	43.02	40.30	45.47	59.66	60.75
		U	35.31	30.19	40.89	90.14	59.31
		T	42.49	40.27	45.41	59.46	60.66
10	Dibrugarh	R	40.30	44.17	46.77	53.38	39.78
		U	41.63	45.00	43.35	99.55	80.45
		T	40.73	44.42	46.22	61.42	46.22
11	Sibsagar	R	42.18	47.33	43.02	78.61	69.67
		U	46.80	34.57	35.56	95.75	93.35
		T	43.53	46.75	42.94	82.32	74.29

1	2	3	4	5	6	7	8
12.	Jorhat	R	44 73	47 69	43 36	48 11	42 33
		U	36 78	40 99	42 02	97 53	60 38
		T	42.41	47 20	43.16	48 62	42 49
13	Nagbun	R	43 22	45 42	43 05	43 62	34 98
		U	41.75	47 21	44 53	95.30	74.27
		T	42 97	45 76	43 12	47 34	38 41
14.	Cachar	R	34 90	40 65	39 90	55 61	33 05
		U	48 00	41 44	16.13	98 40	98 72
		T	42 97	45 76	43.12	47 34	38 41
15	Karimganj	R	40 04	43 53	38 65	55.77	40 61
		U	40.18	42 96	33.33	93 84	71.01
		T	39 22	65 59	38 55	56 03	43 38
16.	Karbi Anglong	R	48.67	38 68	37 91	35 81	36 91
		U	34 90	37 63	38 45	82 33	47 97
		T	45 89	38 51	38.02	39 36	38 27
17	NC Hills	R	38.57	-	33.98	52 42	35 81
		U	43.50	-	35 84	95 32	82 83
		T	39 71	-	34.36	59.85	41 83
	Total (State)	R	40.35	43.00	42 95	56 55	42 88
		U	44 35	43.07	41 92	94 31	82 30
		T	41 01	43 01	42 85	60 25	46 83

APPENDIX TABLE 32.4

BIHAR

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Patna	R	26.41	18.71	-	38.72	15.32
		U	41.16	38.12	45.98	62.35	47.11
		T	33.98	26.31	45.12	47.45	27.02
2	Nalanda	R	28.79	24.98	-	46.78	20.17
		U	29.76	35.81	-	88.12	31.77
		T	29.10	22.94	-	52.43	21.78
3	Bhojpur	R	19.57	2.26	-	46.29	12.23
		U	28.50	1.44	0.03	90.14	37.73
		T	21.24	2.11	0.03	50.97	14.96
4	Rohtas	R	16.82	1.57	0.04	54.71	20.89
		U	25.98	1.57	0.04	87.47	56.78
		T	18.29	1.57	0.04	57.71	24.18
5	Baya	R	19.36	10.93	-	34.51	8.36
		U	33.63	17.22	-	75.21	40.20
		T	23.51	11.93	-	40.18	12.80
6	Nawada	R	22.81	15.72	-	41.49	13.42
		U	28.90	23.52	-	83.87	37.12
		T	23.62	16.46	-	44.36	14.96
7	Aurangabad	R	15.44	12.23	-	67.44	14.42
		U	43.37	18.33	-	98.38	59.64
		T	19.53	13.69	-	69.56	17.55
8	Jahanabad	R	21.33	16.93	-	41.73	11.54
		U	34.49	25.35	33.33	78.29	34.96
		T	22.52	17.43	33.33	43.41	12.52
9	Hazaribagh	R	16.22	1.33	0.90	34.68	7.23
		U	33.00	1.86	2.35	84.20	44.74
		T	22.14	1.52	1.42	42.03	12.86
10	Giridih	R	23.90	15.67	17.00	34.83	16.92
		U	27.42	31.96	17.05	41.98	18.43
		T	24.45	17.60	17.01	35.88	17.27
11	Dhanbad	R	19.11	20.11	16.31	36.09	9.07
		U	35.88	29.14	36.38	71.58	22.47
		T	30.37	24.30	25.23	54.04	15.36
12	Ranchi	R	26.79	16.68	27.62	44.86	17.56
		U	43.68	37.39	50.24	57.42	46.43
		T	34.55	27.14	32.21	49.11	27.40

1	2	3	4	5	6	7	8
13	Palamau	R	19 19	5 30	21.49	29 65	7.44
		U	27 53	27 06	24 78	76 52	30 68
		T	20 42	12 35	21 75	32.29	8 74
14.	Singhbhum	R	25.59	20 31	21 95	57.12	16 48
		U	42 89	36 39	35.33	59 71	49.24
		T	34 41	28 52	25 13	57 95	26 98
15.	Gumla	R	30 59	26 89	33 34	56 65	26 10
		U	40 73	25 59	42 64	84 76	75 09
		T	31 66	26.50	34.19	57 76	28 05
16	Lehardagga	R	27.52	24.06	26 57	37 82	16 59
		U	39 46	29 07	41.54	96 93	66 63
		T	31 12	25 64	29 90	43.72	21.59
17	Muzaffarpur	R	28 57	19 35	-	42 32	17.84
		U	44.85	37 67	-	59 48	49 00
		T	31 14	20 57	-	46.54	20 53
18	Sitamarhi	R	21 84	15 15	-	21 46	4 24
		U	26 51	18 34	-	98 35	56.13
		T	22 38	15 56	-	24 87	5 83
19	Varshali	R	20 06	15 04	-	47 65	14 11
		U	36 18	18.29	-	58 72	35 14
		T	23 40	15 31	-	48.37	15.47
20.	East Champaran	R	20 72	16 69	-	30 68	8 46
		U	37 92	29 75	-	66 84	61 57
		T	24 55	17.49	-	32 64	11 33
21.	West Champaran	R	17 19	2 33	0.24	32 70	7 77
		U	30 57	0 90	0 12	78 74	32 05
		T	30 45	1 98	0 21	37 06	10 07
22	Saran	R	23 33	16.37	-	69 57	14.37
		U	32 50	30 93	-	95 24	52.12
		T	24.97	19.41	-	71 68	17 43
23	Siwan	R	16.94	14.88	-	89 34	14 31
		U	26 47	17 35	-	87 68	50.29
		T	18 12	15 19	-	89 25	16 30
24	Gopalganj	R	17 73	22 28	-	65 98	13 71
		U	26 46	18 36	-	96 07	37 65
		T	18 50	22 07	-	67 52	14.91
25.	Darbhanga	R	21 94	18 98	-	41.56	10 12
		U	33 23	30 10	-	47.55	27 33
		T	27 17	20.86	-	42.11	11 69
26	Samastipur	R	27.56	18.00	-	26 46	9.99
		U	32 60	29 35	-	97 94	47.65
		T	28.13	19 51	50 00	29 44	11 56
27	Madhubani	R	22 55	5.54	-	39 01	11.93
		U	26.94	5 90	-	65 54	25.20
		T	22 78	5 56	-	39 83	12 35

1	2	3	4	5	6	7	8
28	Begusarai	R	29 95	19 37	-	35 43	15 91
		U	29 88	29 39	-	55 47	27 68
		T	29 94	20,94	-	37.55	17,16
29	Saharsa	R	23 36	15 61	47 85	49 34	15 47
		U	29.05	20 50	60 00	73.95	31 96
		T	24 42	15 70	48 21	50 72	16 40
30	Madhepura	R	18 87	19,82	7 84	28,20	6 86
		U	28 56	19 24	15 62	90 23	38,58
		T	20 45	19 75	9 18	31 93	8 77
31	Purnia	R	20 23	16 24	15,26	27 63	7 87
		U	34 72	25 51	28 83	52 79	27 81
		T	22 62	17 58	16 00	29 63	9 45
32	Katihar	R	20 45	19 75	7 84	27 63	7,87
		U	20 23	16 24	15 35	52,79	27,81
		T	34 92	25 51	28 83	29 63	9 45
33	Bhagalpur	R	26 43	15 63	28 41	29 61	16 21
		U	37 93	29,53	36 96	99 33	35 39
		T	29 06	19 01	28 87	36 20	14 48
34.	Munger	R	25 48	19 42	25 91	36 74	14 08
		U	29 41	25 69	25 59	85 66	53 38
		T	26,37	21,34	25 82	42,15	18 41
35	Khagana	R	24 43	15 60	-	58 03	21,61
		U	40,75	25,14	-	77 38	36 37
		T	26 74	16 55	-	61,22	24 04
36	Dumka	R	23 95	24,80	22 89	33 06	11 74
		U	36 34	37 80	18 47	65 36	51 39
		T	26,26	28 99	22 25	34 91	14 02
37	Deoghar	R	21 83	21 09	20,27	32,29	10,90
		U	25 17	26,73	39 27	95 65	57 66
		T	22 68	23 00	25,00	35,89	13 55
38	Godda	R	22 49	1 04	3 35	35 96	12 29
		U	24 03	3 11	2 49	23,39	7 85
		T	22 57	1 20	3 30	34 38	11 74
39	Godda	R	25,50	21 27	25 88	33,59	9,97
		U	25,91	42 20	23 61	86 16	29,20
		T	25 56	22 28	25 72	34 72	10 38
40.	Sahebganj	R	23,05	17,15	25 69	24 23	8,76
		U	35 98	28 92	38 25	47 20	17 42
		T	26 19	19 40	28 03	26 01	9 43
Total (State)		R	23,05	17 15	25 69	42 16	12 68
		U	35 98	28 92	38 25	70 23	39 89
		T	26,19	19 40	28 03	45 71	16,12

APPENDIX TABLE 32.5

GOA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	North Goa	R	46.70	38.18	50.00	78.13	76.14
		U	42.99	42.57	—	96.00	85.42
		T	45.89	39.65	50.00	81.14	77.71
2.	South Goa	R	44.86	50.00	-	86.51	75.02
		U	44.69	34.25	61.54	93.01	77.83
		T	44.80	40.89	61.54	88.47	75.87
	Total (State)	R	46.00	40.67	50.00	81.39	75.70
		U	43.93	39.07	61.54	94.28	81.05
		T	45.42	40.02	58.33	84.30	76.91

APPENDIX TABLE 32 6

GUJARAT

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Ahmedabad	R	35 00	35 73	38.23	65.10	42 72
		U	41 17	43 28	39 89	85.09	65.04
		T	40 12	41 82	37 24	79 95	59 78
2	Amreli	R	42 21	28.29	0	91.23	64 17
		U	36 65	29 67	37 50	88.58	78 42
		T	40 35	28 73	33 33	90 71	67 10
3	Kachchh	R	34 20	27 32	21 90	66.70	40 85
		U	40.39	33 46	34.93	77.15	60.66
		T	36 65	28.13	26 74	69 44	46 06
4	Kheda	R	32 84	37 37	34 31	77.50	46 85
		U	40.15	41 48	43 88	95.40	68 20
		T	34.93	38 37	37 90	81 05	51.21
5	Jamnagar	R	36.69	23.90	50 00	76 61	55 55
		U	42 11	31 08	14 68	67.67	60.84
		T	39 37	27.53	26 38	72 68	51 95
6	Junagarh	R	39 11	38 56	39.57	80 50	66 58
		U	44 60	40.20	41 07	70.26	70 25
		T	41 06	39 06	40.728	77.28	67 68
7	The Dangs	R	37 36	55 73	37 49	86 20	82 02
		U	0	0	0	0	0
		T	37 36	55.73	37 49	86 20	82 02
8	Panchmahal	R	30 53	32 04	24.08	75.31	38 96
		U	38.79	36 19	40 23	91 08	69 82
9	Banskantha	R	21.31	23.90	20 00	65.57	23 91
		U	38 33	33 67	17 54	83 70	68 57
		T	24 89	25 92	19 58	67.10	27 76
10	Bharuch	R	37 66	39 34	30 78	44 85	29.90
		U	44 89	36 16	37 37	73 28	63.78
		T	39 79	38 15	31.42	50 29	36 38
11	Bhavnagar	R	33 70	25.14	0	61.58	34 25
		U	41 34	32 49	42.44	81.56	67.55
		T	37.71	27 86	41 01	68.20	45 28
12	Mahesana	R	35 62	32 48	29 28	82.04	53.43
		U	40 51	37.98	28.65	88.05	77.51
		T	37 05	33.97	28 84	83.34	58 27

1	2	3	4	5	6	7	8
13	Rajkot	R	42.66	28.82	18.18	63.69	51.91
		U	42.29	32.12	34.32	76.15	68.85
		T	42.46	30.53	33.49	69.18	59.34
14	Vadodara	R	29.92	34.23	23.54	69.79	40.83
		U	41.94	46.35	35.50	95.11	78.68
		T	36.55	39.73	26.37	79.25	54.94
15	Valsad	R	46.24	47.09	45.51	72.62	63.89
		U	45.23	44.39	43.95	88.74	77.06
		T	45.95	46.06	45.30	76.16	66.74
15	Sabarkantha	R	34.94	38.65	35.74	86.42	56.81
		U	39.78	39.58	21.09	86.22	100.76
		T	35.71	38.81	35.30	86.40	61.13
17,	Sural	R	46.70	44.71	45.23	73.98	67.82
		U	48.21	43.29	45.70	85.88	80.09
		T	47.48	43.90	46.53	79.07	73.07
18	Surender Nagar	R	32.18	25.20	08.87	84.48	52.81
		U	39.95	33.80	14.71	82.68	80.83
		T	35.55	28.71	10.13	83.96	60.79
19	Gandhi Nagar	R	35.26	37.43	29.23	92.09	62.81
		U	43.27	45.19	38.58	63.65	62.46
		T	38.10	41.29	35.42	86.49	62.74
	Total (State)	R	36.26	34.10	36.06	73.37	48.59
		U	42.20	40.45	40.55	83.75	70.71
		T	38.82	36.84	36.86	76.72	55.72

APPENDIX TABLE 32.7

HARYANA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Ambala	R	32.78	29.27	-	68.00	44.06
		U	59.31	40.55	-	41.17	73.53
		T	35.65	32.33	-	75.34	53.60
2.	Bhiwani	R	24.48	21.27	-	80.14	34.03
		U	37.48	35.15	-	79.17	60.43
		T	28.89	23.46	-	80.49	38.45
3.	Faridabad	R	16.10	73.96	-	81.19	20.25
		U	41.62	24.50	-	84.11	68.85
		T	29.00	17.34	-	82.17	40.01
4.	Gurgaon	R	23.44	22.42	-	11.29	28.90
		U	39.97	29.53	-	91.10	98.75
		T	29.13	24.45	-	96.36	40.51
5	Hissar	R	23.38	50.10	-	63.19	24.19
		U	43.86	28.93	-	96.74	98.15
		T	28.06	17.69	-	60.48	28.39
6	Jind	R	20.66	14.20	-	61.81	21.22
		U	36.11	26.75	-	76.58	61.61
		T	24.27	16.57	-	64.14	37.34
7	Karnal	R	25.30	19.05	-	66.04	38.30
		U	46.75	28.54	-	62.97	64.01
		T	31.75	20.71	-	65.30	36.87
8	Kurukshetra	R	27.44	19.91	-	56.91	21.70
		U	42.59	30.12	-	97.91	76.10
		T	32.35	21.97	-	64.56	36.75
9.	Mohinder Garh	R	29.21	28.21	-	89.43	47.66
		U	33.40	34.14	-	91.75	90.09
		T	29.95	29.06	-	92.24	30.51
10	Rohtak	R	34.35	26.70	-	81.31	54.09
		U	43.92	34.79	-	64.43	61.59
		T	36.50	28.05	-	78.24	55.52
11.	Sirsa	R	28.81	25.25	-	50.19	24.84
		U	46.64	29.19	-	56.52	53.78
		T	34.17	26.36	-	52.09	31.40
12.	Sonapat	R	33.38	24.42	-	86.42	48.19
		U	35.76	26.02	-	91.53	94.91
		T	34.04	24.76	-	87.68	55.94
	Total (State)	R	27.46	25.79	-	71.39	34.08
		U	40.78	32.04	-	78.11	67.36
		T	31.34	24.78	-	72.59	41.24

APPENDIX TABLE 32.8

HIMACHAL PRADESH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Bilaspur	R	39.67	37.20	23.27	91.54	66.89
		U	48.59	35.93	35.48	127.76	149.07
		T	40.45	38.92	24.36	93.47	71.25
2	Chamba	R	25.67	23.91	19.52	67.80	26.58
		U	49.22	56.85	27.42	136.39	103.27
		T	29.02	27.47	19.95	72.51	31.83
3	Hamirpur	R	44.89	45.51	25.00	94.34	90.71
		U	41.60	44.46	0	181.30	134.70
		T	44.56	45.42	5.88	98.47	92.92
4	Kangra	R	42.22	40.90	28.79	87.22	73.02
		U	45.46	45.44	43.75	133.86	116.71
		T	42.50	41.16	31.71	89.47	75.13
5	Kinnaure	R	40.66	30.66	43.73	75.88	57.56
		U	NUP	NUP	NUP	NUP	NUP
		T	40.66	30.66	43.73	75.88	57.56
6	Kullu	R	32.82	28.54	43.48	73.86	42.57
		U	46.93	41.67	29.81	91.88	92.97
		T	34.71	28.61	44.06	75.16	46.70
7	Lahul & Spiti	R	39.81	16.67	40.42	103.13	67.67
		U	NUP	NUP	NUP	NUP	NUP
		T	39.81	16.67	40.42	103.13	67.67
8	Mandi	R	37.01	35.28	31.40	89.85	57.96
		U	45.92	46.20	32.50	130.10	107.95
		T	38.12	36.36	31.46	92.89	61.64
9	Shimla	R	38.28	33.21	39.64	79.02	55.96
		U	44.10	42.49	25.40	99.58	93.73
		T	39.70	34.91	34.48	82.73	62.64
10	Sirmaur	R	28.98	29.73	17.68	68.22	35.96
		U	53.97	58.13	-	69.79	80.28
		T	33.27	34.06	17.68	68.48	40.65
11	Solan	R	32.24	32.92	31.09	88.41	56.44
		U	45.21	46.82	33.33	126.66	108.57
		T	37.01	34.59	31.15	92.26	61.68
12	Una	R	41.79	38.58	-	94.81	72.07
		U	44.50	43.79	-	155.32	102.83
		T	41.65	39.12	-	98.86	74.10
	Total (State)	R	39.07	36.97	31.58	84.77	60.95
		U	45.23	46.94	33.20	119.57	104.60
		T	39.92	37.93	31.66	87.49	64.38

APPENDIX TABLE 32.9

JAMMU & KASHMIR

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Anantnag	R				67.34	31.44
		U				153.16	106.51
		T				73.73	37.50
2	Palwama	R				70.77	39.68
		U				58.65	51.80
		T				69.47	39.70
3	Srinagar	R				57.16	19.23
		U				94.70	94.56
		T				83.04	68.91
4	Badgam	R				70.13	29.31
		U				73.35	69.31
		T				70.20	30.22
5	aramula	R				54.71	20.79
		U				78.75	91.67
		T				57.89	27.54
6	Kupwara	R				59.24	22.28
		U				71.67	64.08
		T				59.60	23.49
7	Leh	R				60.14	47.88
		U				73.00	59.71
		T				62.66	50.09
8	Kargil	R				70.60	22.98
		U				89.10	82.42
		T				71.61	28.83
9	Doda	R				59.02	21.31
		U				115.53	12.52
		T				62.86	27.67
10	Jammu	R				58.49	46.35
		U				84.73	81.83
		T				65.69	57.07
11	Kathua	R				76.44	62.92
		U				86.90	78.14
		T				77.48	50.24
12	Poonch	R				66.75	37.90
		U				63.21	79.54
		T				66.55	40.67
13	Rajouri	R				62.24	35.48
		U				302.32	216.82
		T				71.42	42.65
14	Udhampur	R				73.48	35.83
		U				90.38	78.77
		T				74.91	39.95
	Total (State)	R				64.10	33.10
		U				94.81	86.31
		T				69.09	41.94

APPENDIX TABLE 32 10

KARNATAKA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Bangalore (N)	R	40.55	32.19	30.13		
		U	42.91	47.65	49.76		
		T	48.51	47.02	48.03		
2	Bangalore (S)	R	42.55	33.13	42.56		
		U	49.13	50.03	46.07		
		T	48.74	48.84	45.13		
3	Bangalore Rural	R	36.86	28.23	32.84		
		U	42.29	37.71	39.87		
		T	33.37	30.75	34.62		
4	Belgaum	R	36.37	30.80	31.39		
		U	42.18	37.37	31.18		
		T	33.52	33.14	31.62		
5	Bellary	R	29.14	24.46	27.25		
		U	40.17	37.73	33.81		
		T	35.35	31.52	35.04		
6	Bidar	R	29.09	27.02	25.92		
		U	37.43	37.89	28.39		
		T	33.22	31.31	27.77		
7	Bijapur	R	26.98	18.00	15.86		
		U	40.28	28.25	29.42		
		T	33.69	22.78	23.35		
8	Chikkamagalur	R	42.66	36.79	39.68		
		U	39.84	39.38	47.29		
		T	41.63	37.37	41.80		
9	Chitradurga	R	36.33	31.20	31.41		
		U	44.08	35.65	39.73		
		T	39.28	32.73	33.25		
10	Dakshin Kannada	R	42.32	39.53	40.37		
		U	45.18	45.24	46.29		
		T	43.57	41.59	41.17		
11	Dharwar	R	33.36	26.12	37.10		
		U	43.01	43.11	36.53		
		T	38.48	37.48	33.44		

1	2	3	4	5	6	7	8
12	Gulbarga	R	29.92	20.28	9.44		
		U	37.24	40.17	16.41		
		T	33.15	31.24	12.42		
13	Hassan	R	39.28	31.64	24.69		
		U	43.35	42.16	39.63		
		T	40.74	35.25	30.66		
14	Kodagu	R	43.30	40.29	42.03		
		U	45.26	42.02	42.76		
		T	44.04	41.03	42.81		
15	Kolar	R	34.98	27.21	34.73		
		U	44.67	46.40	42.40		
		T	38.90	36.74	32.38		
16	Mandya	R	36.59	36.11	29.61		
		U	44.99	38.20	34.18		
		T	39.09	36.89	31.66		
17	Mysore	R	34.36	34.79	27.83		
		U	44.51	41.52	39.85		
		T	39.93	38.30	35.00		
18	Raichur	R	25.26	19.18	14.94		
		U	38.49	32.05	27.54		
		T	31.47	26.10	18.12		
19	Shivamogga	R	41.50	34.31	31.89		
		U	49.82	41.55	40.10		
		T	44.36	37.36	35.14		
20	Tumkur	R	36.95	33.75	33.60		
		U	41.75	38.45	41.59		
		T	33.05	34.98	35.61		
21	Uttar Kannad	R	42.32	34.38	15.95		
		U	45.23	43.14	18.07		
		T	43.53	39.56	16.94		
	Total (State)	R	36.50	30.10	32.35		
		U	44.71	42.59	41.97		
		T	40.32	36.53	36.31		

NOTE Appendix Table 32.11, Kerala - Table is not provided as data was not available

APPENDIX TABLE 32.12

MADHYA PRADESH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Morena	R	8.8	3.3	4.6	65.00	9.8
		U	28.40	13.50	-	100.00	62.6
		T	15.00	6.00	4.1	70.6	17.6
2.	Bind	R	13.00	7.40	2.5	77.50	16.60
		U	28.50	16.40	4.5	140.00	53.90
		T	17.40	9.80	9.9	88.50	23.00
3.	Gwalior	R	12.80	7.20	-	55.60	12.50
		U	36.50	29.30	28.90	104.00	62.00
		T	31.00	22.60	20.00	83.00	40.80
4.	Datia	R	18.50	11.90	16.00	71.00	23.40
		U	31.90	19.80	-	89.00	48.00
		T	9.80	8.70	12.50	74.90	28.60
5.	Shivpur	R	11.20	5.20	0.60	55.70	9.80
		U	31.50	21.70	7.90	109.00	60.80
		T	18.50	10.50	2.20	63.20	16.90
6.	Guna	R	9.30	3.10	1.60	47.60	9.20
		U	29.00	12.70	7.90	53.60	51.00
		T	18.00	6.90	2.40	55.80	15.80
7.	Tikamgarh	R	20.70	11.10	4.20	40.00	20.40
		U	30.10	19.70	2.70	232.00	118.00
		T	23.20	13.10	3.80	82.20	27.30
8.	Chatarpur	R	14.20	5.30	11.00	57.10	9.50
		U	30.10	13.60	22.00	96.20	53.00
		T	20.50	7.90	14.20	64.90	18.30
9.	Panna	R	15.80	7.20	6.20	58.10	17.80
		U	36.70	17.00	14.70	118.00	64.60
		T	21.50	9.30	7.20	65.20	23.20
10.	Sagar	R	19.30	10.70	9.50	59.50	21.60
		U	38.00	28.10	44.80	99.20	61.50
		T	28.70	14.20	18.10	70.80	33.00
11.	Damoh	R	20.00	14.10	11.80	70.80	24.00
		U	37.60	28.60	20.90	112.00	73.10
		T	24.80	18.00	12.30	76.80	31.10

1	2	3	4	5	6	7	8
12	Stona	R	18 60	6 60	7 20	61 60	17.70
		U	34 10	17.00	19.40	107 60	58 10
		T	23.20	9 00	8 40	69.60	24 70
13	Rewa	R	24 20	7 50	6 70	78.40	28.50
		U	32 00	18 60	8 00	99 30	49 70
		T	25 70	8 90	6 80	81 10	31 30
14	Shahdol	R	17 60	8 80	11 40	48 10	13 90
		U	29 60	24 50	16 30	93 10	41 40
		T	21 90	13 80	12 20	56 20	18 80
15	Sidhi	R	15 60	8 90	7 90	56 30	14 40
		U	30.30	8 10	7 30	97.30	72 00
		T	16 60	8 90	7 90	57 00	15 40
16	Mandsaur	R	17 00	8 40	9 10	50 60	14 00
		U	35 30	32 30	20.00	94 00	57 30
		T	25 30	19 30	12 40	60 50	23 90
17	Ratlam	R	14 60	6 70	7 70	47 10	11 20
		U	39 20	32 70	27 60	81 00	56 60
		T	29 30	21 40	11 70	58 00	25 70
18	Ujjain	R	10 30	10 30	2 50	51 30	10 70
		U	38 70	27 20	30 40	89 90	64 40
		T	29 10	16 40	26 50	66 20	31 40
19.	Shajapur	R	10 40	3 00	3 10	53.30	8 60
		U	30 30	13 10	15 50	96 30	48 70
		T	18 00	5 70	5 70	60 60	15 40
20	Dewar	R	10 40	4 30	4 50	50.50	10 60
		U	32 90	20 80	19 10	102 40	45 00
		T	20 80	10 60	9 40	62 60	18 60
21	Jhabua	R	20 00	19 70	11 40	36 90	7 60
		U	37 90	49 40	30 00	89 90	59 00
		T	25 30	31 40	13 50	41 70	12 20
22	Dhar	R	20 80	11 90	12 40	61 20	17 30
		U	34 10	29 00	27 70	94 50	61 00
		T	24.40	15 50	13 70	65 20	22 40
23	Indor	R	17.50	9 50	8 90	59 90	17 60
		U	42 00	36 80	34 60	90 50	68.40
		T	37 70	31.30	25 80	80 80	52 20
24	Khargom (West Nimar)	R	27 00	18.60	16.00	46 60	19 50
		U	45.00	29 30	34 30	87 30	76 30
		T	32 80	21 20	18.20	52.70	27 40
25	Khandwa (East Nimar)	R	20 20	15 40	8 50	47 30	18 00
		U	72 70	28 90	18 00	69.00	55 40
		T	31 80	20 90	9.70	53 20	28.20

1	2	3	4	5	6	7	8
26.	Rajgarh	R	9 40	2.50	3 70	40 50	7 80
		U	29 00	12 60	21 80	94 80	52 00
		T	17 20	6.50	7 30	49 20	14 00
27	Vidisha	R	9 90	3.70	5 20	50 50	11 50
		U	37 20	27.30	21.40	84.60	53.60
		T	21 10	12 60	7.70	56 50	18 90
28	Bhopal	R	9 70	8 60	8 10	51 00	10 80
		U	43 70	37 00	39 20	73.20	61 40
		T	40 10	31.90	37 50	68 00	59 40
29	Schorc	R	10 50	5 20	3 20	61 40	12 70
		U	34 80	21.30	14 40	101 80	70 20
		T	18 50	9.10	5 80	67.20	20.80
30	Raisen	R	16.40	8 90	8 80	48 00	13 70
		U	28 70	25.60	11.70	99 50	45 80
		T	19 70	13 00	9 50	54 00	17.40
31	Betul	R	25 10	32 40	13 70	51 20	32 70
		U	45 30	39 80	44 80	80 50	70 90
		T	39 40	35 30	19 60	56 00	39.00
32	Hoshangabad	R	21.00	10 00	9 20	54 60	22.70
		U	38 90	29 10	24 20	84 50	57 90
		T	29 90	18 60	14 10	67 20	31 60
33	Jabalpur	R	30 40	15 90	13 10	14 70	21 30
		U	31 30	34 00	33.20	84 30	47 00
		T	31 90	26 00	18.50	73.80	34 10
34	Narsimpur	R	25 30	20 80	20 00	61 80	30 20
		U	39 10	26 90	41 60	102.10	43 30
		T	29 10	22 10	23 30	67 50	36 20
35	Mandla	R	26 50	26 50	23 00	22 80	28 00
		U	42 40	42.40	32 30	62 90	91 60
		T	29 20	29 20	24.50	62 80	29.50
36	Chhindwara	R	27.70	29 40	14.40	68 00	26 60
		U	41 70	40 90	37 30	96 70	74 80
		T	33 60	34.00	19 90	74 10	36 80
37	Seoni	R	28.20	24 70	17 90	57 60	29 70
		U	43.10	43 60	37 80	125 00	92 80
		T	31.80	28.40	19 50	62 80	34.40
38	Bajghat	R	33 80	38.10	30 90	63 30	38 80
		U	40 10	40 00	30.60	42.40	71 90
		T	34.70	38.40	30 90	64.90	41.60
39.	Surguja	R	20.60	16 50	16 00	54.40	12 20
		U	41 10	33 30	31 70	58 80	41 60
		T	23.80	20.20	16 90	54 90	15 30

1	2	3	4	5	6	7	8
40	Bilaspur	R	19 10	14 90	13 30	64,90	20 30
		U	66 30	26 20	29 60	81 00	67 00
		T	26 90	17 10	15 70	67,50	28 00
41	Raigarh	R	29,40	18,90	31 40	71 40	24 50
		U	37,90	36 90	32 00	90,90	60 70
		T	30 80	22,30	31 50	43 10	27,70
42	Rajmandgaon	R	21 10	21 60	21,10	65 50	25 40
		U	33 70	39 80	37 70	26 80	17,50
		T	21 90	26 70	21 90	77 80	34 50
43	Durg	R	26,90	20 60	24 60	79 70	40 10
		U	40 00	34,50	35 90	94,90	70,00
		T	32 40	25 40	26 60	84 60	59 70
44	Raipur	R	24 90	70 40	17,60	71 90	26 40
		U	39 70	30 70	28,30	58 40	45 80
		T	29 20	20 00	18 80	68 90	30 80
45	Bastar	R	24 40	25 70	21 40	74 60	24 50
		U	45 30	42 50	37 10	76 00	63 00
		T	28,40	25 70	23 70	74 70	26 90
	Total (State)	R	20,80	15 35	18,30	60 60	19 90
		U	38,30	32 11	31 20	90 40	60 70
		T	27 50	21 64	20,00	67 00	28 50

APPENDIX TABLE 32 13

MAHARASHTRA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Bombay	R	-	-	-	-	-
		U	43.98	40.85	40.57	68.80	59.93
		T	43.98	40.85	40.57	68.80	59.93
2	Pune	R	38.51	40.35	29.08	78.53	37.41
		U	41.36	46.88	41.65	81.19	66.78
		T	39.98	43.97	35.01	79.84	56.99
3	Ahmadnagar	R	33.39	28.01	23.09	74.80	44.75
		U	40.53	32.88	34.55	94.01	73.32
		T	34.88	28.97	24.82	77.55	48.86
4	Solapur	R	30.85	22.78	19.74	78.63	51.35
		U	39.14	34.71	27.77	86.35	66.91
		T	33.99	27.49	22.81	80.92	49.99
5	Raigad	R	38.82	37.48	28.97	82.56	65.62
		U	43.12	38.34	32.81	95.56	85.38
		T	39.75	37.73	29.88	84.39	68.82
6	Kolhapur	R	36.63	30.90	31.89	76.55	55.66
		U	32.85	42.46	39.42	87.77	82.87
		T	38.98	35.62	35.75	79.43	62.64
7	Sangli	R	39.88	33.10	28.25	98.73	75.38
		U	45.56	43.79	36.23	63.11	55.67
		T	40.85	36.34	30.09	91.07	71.14
8	Satara	R	41.81	33.49	27.75	95.30	78.85
		U	39.67	40.38	35.25	95.00	85.66
		T	41.42	32.85	30.21	95.26	79.76
9	Sindhudurga	R	40.35	44.26	38.75	88.46	81.59
		U	23.33	48.13	47.49	95.31	95.79
		T	38.01	44.65	39.63	88.91	60.70
10	Ratnagiri	R	43.85	39.57	36.33	66.58	59.41
		U	38.00	36.35	42.71	83.13	67.95
		T	43.26	39.26	26.91	68.39	59.80
11	Nasik	R	40.33	39.19	29.71	70.83	51.85
		U	42.74	41.00	40.59	96.38	73.03
		T	40.85	40.07	35.74	79.26	58.84

1	2	3	4	5	6	7	8
12	Thane	R	34 98	40 30	39 45	96 25	65 80
		U	47 14	45 80	42 50	94 65	89.12
		T	36 63	73 34	41 57	95 42	71 92
13	Dhule	R	44 35	37 00	29 47	57 45	33 14
		U	39 29	40 37	33 61	91 00	83 95
		T	43.98	38.19	31 20	64 23	43.05
14	Jalgaon	R	34 62	35 06	23 44	42 92	55 24
		U	40 88	39 45	30 08	39 99	83.19
		T	35.59	36.72	25.83	84 69	62 44
15	Aurangabad	R	32 82	28 38	19.40	86 13	43 88
		U	45 25	39 72	33 72	91.99	86.78
		T	34 86	32 87	26 91	87 95	55.03
16	Jalna	R	30 95	26 02	12 58	61 52	21 39
		U	38 05	35 53	29 61	94 99	93 57
		T	31 82	28 94	18 37	66.70	27.91
17	Parbhani	R	32 01	24 91	16 57	53.67	20 35
		U	39 28	34 88	26 49	97 06	58 78
		T	37 19	32 79	28 73	62 29	27 98
18	Nanded	R	36.68	26 57	30 75	67 52	28 57
		U	37 55	34 46	26 35	89 99	89 60
		T	36 81	29 15	22 57	71 69	40 23
19	Osmanabad	R	35 92	33.09	26 22	76 60	46 19
		U	32.93	38 27	32 81	89.98	77 62
		T	35 36	34 23	27 92	78 29	50 15
20	Latur	R	35 04	34 29	26.64	79 16	45.96
		U	42 90	37.38	36 60	89 99	80.75
		T	36 55	35 19	29 64	80 62	61 69
21	Beed	R	32 89	26.32	25 67	74 50	32 13
		U	38 87	36.83	28.48	90.99	73.35
		T	33 91	29 60	26 46	77.08	40 13
22	Nagpur	R	35 61	44 19	42 99	80 75	72.45
		U	46 60	36 95	43.13	58 76	61.71
		T	46 12	39 57	43 08	90 97	66.35
23	Bhandara	R	44 40	40.94	41 39	69 59	54 64
		U	72 71	44 13	44 63	94.66	85 25
		T	44 17	41.70	43 80	72 79	58 65
24	Wardha	R	47 28	46.14	44 46	83.72	76.12
		U	45 02	46 51	40 68	94.99	95 99
		T	46 89	46.88	43 24	86 54	81 08
25	Chanderpur	R	29 08	41 54	34.61	75 18	58 31
		U	42.87	42 43	44 62	89 99	86 34
		T	40 18	41 80	36 52	77 74	63.15
26	Gadchiroli	R	32 43	33 94	26 42	67 41	33.51
		U	38 66	40.99	35 64	84 94	89 35
		T	33 52	35.35	27.29	52 47	36.76

1	2	3	4	5	6	7	8
27	Amravati	R	44.45	39.52	33.80	72.04	59.37
		U	44.82	31.22	39.21	94.71	79.79
		T	44.60	39.91	35.28	78.96	95.61
28.	Akola	R	36.78	31.95	26.70	72.83	59.15
		U	41.74	41.24	39.19	52.25	72.37
		T	38.68	38.97	29.31	77.96	55.28
29	Vavatmal	R	36.30	35.22	30.83	69.28	47.53
		U	39.52	33.39	39.22	89.99	85.25
		T	37.27	33.96	32.33	72.41	53.22
30.	Buldhana	R	30.94	30.73	19.20	71.67	40.48
		U	37.40	27.34	44.17	46.72	45.41
		T	33.13	28.38	24.55	76.29	46.92
	Total (State)	R	85.31	33.04	28.28	76.33	51.14
		U	41.21	39.63	39.18	82.35	69.73
		T	39.18	36.27	31.73	78.53	57.95

APPENDIX TABLE 32.14

MANIPUR

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-89)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Imphal	R	44.03	54.79	42.31	43.29	62.13
		U	47.16	52.11	38.82	92.91	87.32
		T	46.91	53.69	29.59	80.43	71.30
2.	Bishunpur	R	38.77	44.12	38.10	91.95	44.93
		U	44.31	-	44.53	96.31	92.17
		T	41.38	44.12	41.98	93.40	60.63
3.	Thoubal	R	34.11	48.15	50.68	88.61	49.77
		U	40.09	-	29.85	96.12	70.30
		T	36.63	48.15	40.71	91.26	59.99
4.	Chandel	R	46.14	100.00	46.59	97.42	58.53
		U	31.16	-	31.17	31.51	10.63
		T	44.34	100.00	45.47	88.45	52.01
5.	Churachandpur	R	42.57	-	42.42	66.94	48.14
		U	47.65	40.00	45.75	97.54	87.73
		T	45.19	30.77	44.12	72.66	55.53
6.	Senapati	R	39.71	-	40.06	41.52	28.30
		U	42.25	-	41.60	80.46	60.74
		T	40.08	-	40.30	43.92	30.31
7.	Tamenglong	R	46.81	-	47.71	84.79	61.64
		U	50.55	-	47.62	94.22	91.72
		T	47.56	-	47.70	85.44	63.67
8.	Ukhrul	R	47.70	-	47.83	48.08	45.10
		U	48.04	-	46.85	88.94	93.86
		T	47.81	-	47.52	50.94	48.52
	Total (State)	R	41.37	52.53	48.69	71.97	71.97
		U	45.39	51.75	43.69	92.72	82.26
		T	43.10	52.25	43.69	77.57	59.50

APPENDIX TABLE 32 15

MEGHALAYA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	East Khasi Hills	R	52.89	41.17	53.82	47.04	48.09
		U	47.64	43.36	47.87	76.31	75.53
		T	50.17	42.76	51.19	55.73	56.21
2	West Khasi Hills	R	51.76	-	51.76	59.48	46.00
		U	51.01	-	51.01	52.54	68.65
		T	51.74	-	51.74	59.32	58.14
3	East Garo Hills	R	44.22	41.66	44.22	30.99	47.70
		U	53.44	42.50	53.44	82.91	141.89
		T	44.63	42.39	44.63	34.54	54.14
4	West Garo Hills	R	41.68	34.38	42.81	78.85	65.99
		U	49.79	49.72	49.65	81.72	91.91
		T	42.94	40.34	43.53	79.93	67.08
5	Jaintia Hills	R	62.44	25.00	62.68	91.22	67.99
		U	63.03	-	62.84	95.24	109.19
		T	62.35	25.00	62.71	91.65	72.39
	Total (State)	R	47.39	35.27	48.14	62.45	56.92
		U	49.30	45.58	49.90	79.49	88.87
		T	47.84	41.20	48.47	65.15	61.39

APPENDIX TABLE 32.16

MIZORAM

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	East Aizawl	R	48.96	-	48.96	86.45	85.55
		U	51.55	-	51.55	92.52	99.35
		T	49.98	-	49.98	88.42	90.05
2	Lunglei	R	44.09	-	44.09	83.76	71.13
		U	49.33	-	49.33	92.58	94.36
		T	46.31	-	46.31	86.28	77.76
3	Chhimitupui	R	45.51	-	45.51	88.53	64.88
		U	48.42	-	48.42	95.68	93.18
		T	45.98	-	45.98	89.76	69.82
Total (State)		R	47.71	-	47.71	86.41	79.05
		U	50.99	-	50.99	92.84	97.92
		T	48.91	-	48.91	88.29	84.58

APPENDIX TABLE 32.17

NAGALAND

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Wokha	R	39.56	-	39.56	80.30	46.06
		U	51.09	-	51.09	97.99	91.91
		T	43.35	-	43.35	82.27	47.59
2	Mon	R	16.17	-	16.17	62.58	29.36
		U	35.67	-	35.67	97.40	82.93
		T	36.01	-	36.01	65.13	33.28
3	Zunheboto'	R	48.55	-	48.55	84.61	80.11
		U	51.82	-	51.82	91.59	94.34
		T	49.36	-	49.36	85.45	81.86
4.	Phek	R	43.30	-	43.30	70.24	45.66
		U	53.93	-	46.39	21.10	68.75
		T	43.54	-	44.72	68.62	47.09
5	Makokchung	R	47.04	-	48.20	65.16	61.45
		U	50.90	-	48.85	89.03	86.01
		T	51.05	-	48.32	72.15	65.70
6	Kohima	R	43.00	-	31.67	61.47	30.42
		U	43.15	-	43.04	41.21	32.56
		T	43.04	-	32.87	52.97	21.21
7.	Tuensang	R	40.57	-	46.69	50.58	25.28
		U	46.25	-	49.14	35.22	37.24
		T	41.73	-	46.89	48.97	26.54
	Total (State)	R	43.17	-	43.17	65.03	36.77
		U	44.15	-	43.68	52.05	46.94
		T	43.88	-	43.38	62.29	38.88

APPENDIX TABLE 32.18
ORISSA
DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Balasore	R	38.81	29.56	28.12	67.37	42.11
		U	38.77	40.71	29.19	94.29	65.24
		T	38.81	30.41	22.17	68.67	34.09
2	Bolangir	R	22.06	20.72	15.63	36.67	10.77
		U	38.44	29.30	14.08	88.50	81.18
		T	26.11	22.25	15.49	41.56	17.21
3	Cuttack	R	39.87	35.01	29.26	64.14	43.41
		U	43.34	40.89	32.60	94.81	69.14
		T	40.34	35.38	29.20	67.12	46.01
4	Dhenkanal	R	36.09	24.31	21.16	43.90	25.31
		U	42.28	30.73	36.66	58.76	50.71
		T	36.77	24.93	21.79	44.84	26.94
5	Ganjam	R	26.46	16.28	14.99	34.35	13.48
		U	29.88	32.07	25.80	92.27	76.56
		T	31.36	20.82	15.40	42.45	22.38
6	Kalahandi	R	18.73	16.64	10.48	33.34	9.02
		U	36.94	21.95	11.38	79.34	42.58
		T	22.55	17.38	10.58	35.83	10.96
7	Keonjhar	R	36.71	36.04	27.34	47.33	28.56
		U	42.55	40.76	33.44	66.92	49.96
		T	37.51	36.77	24.74	49.31	30.76
8	Koraput	R	26.22	24.22	17.55	36.04	10.29
		U	42.33	32.18	29.02	72.21	50.49
		T	33.29	26.18	19.20	30.73	14.91
9	Mayurbhanj	R	32.87	33.39	24.84	42.39	16.22
		U	45.41	32.26	33.55	75.53	83.24
		T	34.49	33.23	20.64	34.15	19.76
10	Phulbani	R	24.94	20.85	20.70	49.06	30.00
		U	42.08	31.01	37.00	87.88	55.41
		T	28.48	21.86	22.79	54.82	33.84
11	Puri	R	37.28	30.17	16.99	49.08	23.94
		U	41.30	32.77	22.51	78.57	47.50
		T	38.33	31.10	18.80	52.53	23.45
12	Sambalpur	R	30.58	24.35	22.91	45.12	26.21
		U	43.78	45.42	45.87	74.80	55.28
		T	33.88	29.51	27.86	54.26	55.34
13	Sundargarh	R	35.12	33.79	33.93	47.18	25.81
		U	44.00	41.43	46.76	83.45	60.87
		T	39.14	36.58	36.46	51.32	29.88
	Total (State)	R	34.78	29.65	24.88	45.98	22.29
		U	41.91	36.14	39.63	82.05	72.88
		T	36.31	29.76	26.74	48.00	25.14

APPENDIX TABLE 32 19

PUNJAB

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Amritsar	R	36.30	25.80	-	55.70	30.50
		U	47.10	43.50	-	92.50	99.30
		I	40.48	31.80	-	63.80	94.60
2	Bathinda	R	34.40	22.50	-	56.50	37.00
		U	48.70	36.20	-	77.60	81.50
		I	39.80	20.98	-	60.79	46.30
3	Faridkot	R	39.00	27.40	-	50.50	46.20
		U	46.60	46.70	-	58.10	64.00
		I	41.30	32.71	-	61.30	50.60
4	Ferozpur	R	31.60	21.60	-	60.80	34.30
		U	46.90	39.30	-	74.70	73.70
		I	37.10	28.29	-	64.00	43.30
5	Gurdaspur	R	42.20	38.00	-	84.50	67.50
		U	42.20	38.10	-	27.20	22.30
		T	42.23	38.02	-	69.70	55.80
6	Hoshiarpur	R	44.00	41.40	-	95.40	85.30
		U	45.40	43.10	-	84.80	80.50
		T	44.21	41.64	-	91.10	84.70
7	Jalandhar	R	44.50	40.40	-	89.00	70.20
		U	46.40	44.30	-	96.70	96.10
		T	45.27	41.79	-	88.60	80.00
8	Kapurthala	R	43.70	39.90	-	85.10	69.00
		U	44.60	40.10	-	61.50	55.30
		T	43.88	40.00	-	69.00	65.60
9	Ludhiana	R	42.90	39.40	-	80.60	70.10
		U	48.50	46.70	-	53.50	58.50
		T	45.09	41.00	-	68.50	64.80
10	Patiala	R	33.90	28.00	-	55.40	36.80
		U	48.50	41.70	-	80.00	83.50
		T	39.86	31.98	-	61.60	49.50
11	Roopnagar	R	39.30	33.70	-	90.50	68.70
		U	45.10	35.49	-	93.00	90.60
		T	40.66	35.49	-	91.10	73.40
12	Bangur	R	34.30	22.10	-	59.60	39.40
		U	44.00	47.40	-	64.40	58.90
		T	37.02	30.40	-	60.50	43.40
	Total (State)	R	39.70	35.20	-	70.70	52.90
		U	49.80	43.80	-	80.10	71.20
		T	41.86	37.28	-	70.60	57.70

APPENDIX TABLE 32.20

RAJASTHAN

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Ganganagar	R	17.02	7.00	6.35	40.23	10.09
		U	39.94	23.38	31.88	78.12	54.52
		T	26.39	11.70	24.66	47.90	19.43
2.	Bikaner	R	11.55	3.53		34.54	6.01
		U	40.43	21.45	9.09	56.34	75.49
		T	32.07	13.20	9.09	45.16	30.95
3.	Churu	R	8.10	4.37	13.67	52.98	6.18
		U	20.53	10.48	14.89	71.06	30.30
		T	16.24	6.14	14.76	58.02	13.21
4.	Jhunjhunu	R	18.37	11.46	11.81	84.85	23.81
		U	27.03	12.00	21.26	95.33	38.67
		T	20.44	11.60	12.78	86.93	26.72
5.	Alwar	R	14.29	6.03	5.86	70.02	15.50
		U	33.81	16.68	30.38	78.35	56.94
		T	18.28	7.51	7.75	78.90	20.19
6.	Bharatpur	R	9.82	4.15	8.82	78.55	10.46
		U	26.66	14.22	17.86	81.46	55.69
		T	14.95	6.41	9.43	79.19	18.54
7.	S. Madhopur	R	11.06	3.75	5.79	72.50	10.68
		U	32.67	18.75	13.79	75.68	43.83
		T	15.27	5.93	6.20	72.96	15.05
8.	Jaipur	R	9.53	5.39	3.74	69.90	9.62
		U	36.12	21.99	17.54	60.60	39.16
		T	21.29	10.36	5.94	65.23	20.30
9.	Sikar	R	10.28	5.08	7.03	78.16	11.98
		U	25.31	9.61	19.60	73.47	26.30
		T	13.64	5.89	8.01	77.30	14.63
10.	Ajmer	R	12.46	9.10	8.08	48.03	7.71
		U	35.71	25.26	25.86	79.57	43.40
		T	26.53	19.17	15.77	60.75	22.40
11.	Tonk	R	11.68	4.09	5.44	57.06	9.04
		U	34.90	17.34	9.94	69.52	37.88
		T	17.87	6.87	5.73	59.25	14.18

1	2	3	4	5	6	7	8
12.	Jaisalmer	R	4 30	1.62	1 89	58.78	3.92
		U	27.06	3 51	8 11	57.49	40.24
		T	13 16	2 10	4.44	58.40	10.52
13.	Jodhpur	R	5.52	1 33	1 43	57.31	4.90
		U	43 38	22.07	18.33	52.91	40.30
		T	23 60	10 09	10 19	55.73	17.64
14.	Nagaur	R	7 44	8 48	2.86	70 89	10 62
		U	23.34	7.38	9 80	73 92	26 54
		T	10 64	8 30	5 79	71 34	12 98
15.	Pali	R	9 92	3.81	2.27	57 49	8.99
		U	24.53	20.87	5 08	81.68	33 03
		T	14 57	8 68	2 78	62.28	13.54
16	Barmer	R	6.24	3 13	1 65	37 86	37 86
		U	32 23	9.79	4 50	66 11	39.24
		T	12 77	3 87	2.24	40 58	6.62
7	Jalore	R	6.31	1.92	1.54	46 90	4.56
		U	23 75	6 12	-	58.62	53.29
		T	9 44	2.65	1 38	48.17	6.66
18	Sirohi	R	9 44	4 32	2 44	58 69	10 75
		U	31.76	24 29	10 57	65 48	65 77
		T	17 76	10.98	4 36	60 29	19.49
19	Bhilwara	R	16.90	9.14	6.15	46 96	10 10
		U	35.52	45 21	6 25	70 99	46 46
		T	22 42	10 59	6 16	51 06	15.86
20.	Udaipur	R	15 69	8 41	9 73	43.40	9 80
		U	37.60	24 46	25 42	72 70	53 99
		T	22 88	13 05	10 98	48.55	16.89
21.	Chittoor	R	12 89	3.87	5 41	42 70	8 62
		U	36.33	16 65	25 11	71 63	3.33
		T	20 82	7.16	7 25	47.86	13 81
22	Durgapur	R	19.67	15.07	13.43		
		U	36 32	19.58	29.90		
		T	22.29	15.87	14 40		
23	Banswara	R	25 53	12.72	9.96		
		U	41.67	38 68	40.64		
		T	28.44	17.14	11.77		
24.	Bundi	R	12 06	6.26	9.94		
		U	38.61	24.12	7 28		
		T	20 89	11 47	5.12		
25	Kota	R	12.28	7.95	5 74		
		U	37.69	17 43	24.62		
		T	24.54	11.37	9.08		
26.	Jhalawar	R	11.74	4 95	5.99		
		U	29.51	19.08	29.01		
		T	16 96	8 72	8.95		
27.	Dholpur	R	6 86	2.32	3.83		
		U	31.53	14.49	8 45		
		T	12 68	4 47	4.10		
	Total (State)	R	12.16	5 74	7.04		
		U	34 49	19.35	20 87		
		T	19.75	9 42	8 51		

APPENDIX TABLE 32.21

SIKKIM

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	East	R	42.85	42.52	46.58	94.20	87.30
		U	50.47	43.21	56.32	47.00	66.80
		T	44.78	44.13	50.18	79.70	81.00
2	North	R	43.55	57.14	45.90	62.30	47.30
		U	NUP	NUP	NUP	NUP	NUP
		T	43.55	57.14	45.90	60.10	47.30
3	South	R	43.55	50.67	51.27	79.30	69.90
		U	NUP	NUP	NUP	NUP	NUP
		T	45.45	50.67	51.27	73.10	63.70
4	West	R	40.11	37.11	43.05	94.60	73.20
		U	NUP	NUP	NUP	NUP	NUP
		T	40.11	37.11	43.05	92.30	73.20
Total (State)		R	42.83	44.27	47.10	87.60	75.20
		U	50.47	43.21	56.32	39.70	56.50
		T	43.81	44.02	48.69	79.60	72.00

Note : Appendix Table 32.22, Tamil Nadu—Table is not provided as data was not available

APPENDIX TABLE 32.23

TRIPURA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	West Tripura	R	41.38	39.35	37.72	65.54	48.05
		U	48.84	41.17	52.39	103.04	102.19
		T	43.12	39.63	38.85	70.96	55.88
2	North Tripura	R	42.58	40.60	35.32	54.76	42.59
		U	46.23	48.02	48.33	120.15	107.28
		T	43.08	41.23	35.49	59.93	46.75
3	South Tripura	R	38.21	36.31	29.00	59.17	38.15
		U	45.78	39.62	44.23	118.53	103.95
		T	39.28	36.85	29.45	63.19	42.63
4	Total (State)	R	40.86	38.82	35.12	60.80	43.81
		U	47.81	41.49	51.12	108.57	103.38
		T	42.17	39.21	35.97	65.71	49.95

APPENDIX TABLE 32.24

UTTAR PRADESH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Meerut	R	30.56	22.18	-	52.92	28.56
		U	38.02	31.96	-	68.93	45.88
		T	33.51	24.98	-	57.91	34.05
2	Ghaziabad	R	24.53	19.93	-	41.19	15.31
		U	36.04	26.30	-	62.07	51.25
		T	30.79	23.43	-	56.56	20.22
3	Muzaffarnagar	R	22.43	13.19	-	34.78	11.62
		U	34.42	26.98	-	83.83	51.38
		T	27.49	17.71	-	45.43	20.23
4	Bulandshahar	R	26.64	15.55	-	46.39	14.61
		U	31.36	25.92	-	90.64	68.42
		T	28.31	20.76	-	54.94	24.31
5	Saharanpur	R	20.56	10.99	-	35.68	12.15
		U	41.09	25.67	-	72.97	47.59
		T	29.83	15.79	-	45.79	21.76
6	Agra	R	17.33	13.90	-	44.99	90.85
		U	41.74	32.88	-	91.54	59.68
		T	30.42	22.70	-	62.12	79.06
7	Mathura	R	12.61	6.84	-	50.66	10.14
		U	33.72	19.92	-	90.48	48.47
		T	20.16	10.55	-	59.06	18.22
8	Aligarh	R	20.20	15.53	-	46.44	13.73
		U	31.35	33.25	-	89.46	45.15
		T	25.14	20.98	-	56.41	21.01
9	Mainpuri	R	24.50	21.50	-	54.81	21.65
		U	35.86	34.36	-	84.48	53.40
		T	26.28	23.04	-	57.18	24.19
10	Etah	R	20.79	17.16	-	84.84	12.76
		U	36.03	32.62	-	85.42	55.10
		T	25.90	20.36	-	84.93	19.41
11	Bareilly	R	14.66	11.23	-	31.04	6.78
		U	40.31	47.83	43.63	69.66	51.03
		T	28.80	29.83	43.63	45.41	20.96

1	2	3	4	5	6	7	8
12	Badaun	R	13 48	6 85	-	27 92	6.68
		U	28 80	13.31	-	68.61	35.08
		T	19.80	9 06	-	34.34	10 85
13.	Shahjahanpur	R	14 09	11 61	-	27 12	6.80
		U	39 59	41.20	-	54 43	36.56
		T	22.94	16 00	-	31.23	11.60
14.	Pilibhit	R	12 75	6.26	-	28 18	4 49
		U	32 96	22 65	-	48.71	27.56
		T	20.01	10 55	-	32 03	8.70
15	Allahabad	R	17 24	15 28	-	65.77	82 74
		U	30 24	48 59	-	61 40	64 44
		T	19 51	29.93	-	65 07	79 51
16.	Fatehpur	R	22 88	11 46	-	42.77	15 85
		U	35.93	20 04	-	71 23	46 45
		T	25.11	12 59	-	45 34	18 62
17.	Kanpur Nagar	R	31.76	22.79	-	54.42	27 66
		U	40.56	40 56	42 85	97 29	75 01
		T	39.69	27 39	100 00	49.00	28 36
18	Kanpur Dehat	R	36.69	27.39	100 00	49 00	28.36
		U	36.13	29.27	-	97 87	76 38
		T	33 96	27.70	100.00	51 68	31.04
19.	Farukhabad	R	29 63	29 63	-	54 00	70.76
		U	37.01	34 21	-	84.70	56 57
		T	31.44	30.54	-	58 98	68.46
20.	Etawah	R	30 44	33 97	-	31 33	15.33
		U	41.13	35.46	-	83.68	55 20
		T	32.88	34 40	-	38.59	20 37
21	Varanasi	R	22 69	13 79	-	53 29	19 44
		U	40.78	26 30	-	99.31	51.57
		T	29 16	15.98	-	64.31	28 32
22	Mirzapur	R	22 63	14.47	-	34.88	11.65
		U	31 76	20 98	-	85 94	41.73
		T	25 46	16.17	-	41 67	15.71
23.	Ghazipur	R	23 70	21.06	-	58.50	19.86
		U	34 33	26 71	-	88.15	75 48
		T	26.63	21 70	-	60 85	24 27
24.	Ballia	R	27.26	20.76	-	61 15	25 15
		U	32 28	24 86	-	94.86	55.26
		T	28.02	21.25	-	64 13	27.79
25.	Jaunpur	R	19 78	16 35	-	62.13	17.46
		U	43.63	22 25	-	68 64	50 39
		T	21.70	16.63	-	62 58	19.72
26.	Lucknow	R	22.83	16.52	-	41 08	15.27
		U	46.74	37.28	45.97	94.08	92 54
		T	37.67	23.87	45.97	67.39	53 63

1	2	3	4	5	6	7	8
27	Hardoi	R	16 51	13 01	-	46 33	10 51
		U	31 46	26 61	-	93 74	13 85
		T	20.27	16.32	-	51 70	10 87
28	Lakhimpur Kheri	R	16 98	10 27	10.62	36 29	10 39
		U	33 02	16.86	-	94.37	40 79
		T	21 29	11.34	6.38	41 45	13.44
29.	Sitapur	R	17.47	13 12	-	32.81	10.74
		U	33 33	15.21	-	91 11	56.10
		T	22 75	13 50	-	39 26	15 39
30	Unnao	R	26 22	15 99	-	39.68	17.96
		U	35.24	23.63	69 51	91 31	72.51
		T	28.15	17.51	69 51	45.85	24.46
31.	Rai Bareilly	R	22 68	16 30	-	50 83	18 05
		U	32 28	16.40	-	98 42	57 13
		T	24 47	16 37	-	59.67	21.19
32.	Gorakhpur	R	15 06	10 90	14.60	70 30	21.54
		U	34.41	20 98	6 89	98.34	56.75
		T	19 52	12 40	12.71	80.04	26 15
33.	Deoria	R	22 94	21.30	-	44 61	15 63
		U	31 79	26 82	-	98 32	55 00
		T	24.41	21.88	-	48 18	18.25
34.	Basti	R	18.59	16.00	-	40 04	9 87
		U	34.85	25 83	-	76 99	47.95
		T	20 44	10.76	-	41 82	11.69
35.	Azamgarh	R	23 60	19 00	-	54 17	20 23
		U	36.01	23.24	-	98 33	39 92
		T	25 13	19 30	-	57.94	21 87
36	Faizabad	R	15.99	31 84	-	74 53	16.18
		U	37 70	38 39	-	69 11	47 72
		T	18.89	32 33	-	73 94	16.64
37	Barabanki	R	18 46	9 40	-	39.70	9 71
		U	32 15	24.13	-	78 44	45 25
		T	20.48	15.47	-	8.31	4.70
38	Sultanpur	R	18.79	13.46	-	50.14	13 89
		U	32 15	24 13	-	78 44	45.25
		T	19 67	14 07	-	51 18	15.03
39.	Pratapgarh	R	18 63	14 92	-	5.99	3.18
		U	37 60	27 33	-	92.51	57.52
		T	20 48	15 47	-	8 31	4.70
40	Bahraich	R	13 17	6 32	8 86	24.04	5.33
		U	37.19	13 17	-	88 03	54 60
		T	19 27	7 42	8 88	28 83	9.02
41	Gonda	R	12 35	5.67	3 25	22 33	4.26
		U	27.86	22.09	-	87 04	47.85
		T	16 53	9.97	2.90	26.82	7.29

1	2	3	4	5	6	7	8
42.	Jhansi	R	17.99	11.86	-	44.34	14.41
		U	43.52	33.44	-	67.37	51.47
		T	32.85	21.73	-	53.12	28.47
43.	Banda	R	11.47	7.99	-	46.27	6.58
		U	32.65	20.39	-	92.70	60.70
		T	18.46	12.19	-	52.32	13.03
44.	Lalitpur	R	13.20	5.33	-	38.28	10.55
		U	37.52	21.82	-	45.55	54.56
		T	21.69	9.70	-	45.89	16.42
45.	Hamirpur	R	17.21	14.23	-	29.93	2.09
		U	28.67	23.11	-	86.04	35.67
		T	21.23	17.14	-	40.49	8.52
46.	Jalaun	R	21.12	15.58	-	32.18	22.94
		U	37.09	30.35	-	94.40	64.18
		T	26.47	20.48	-	60.60	25.48
47.	Moradabad	R	15.60	5.84	-	57.52	6.39
		U	36.12	21.11	33.33	46.32	37.62
		T	25.72	11.33	33.33	32.79	14.98
48.	Rampur	R	12.50	5.92	-	19.18	3.86
		U	29.34	15.13	-	42.48	22.01
		T	20.88	9.35	-	25.41	6.68
49.	Bijnor	R	21.65	13.65	15.38	29.38	9.85
		U	29.00	18.04	-	68.34	40.97
		T	25.33	15.22	15.38	39.01	17.57
50.	Nainital	R	30.25	33.19	14.68	40.04	22.24
		U	39.23	35.25	17.24	84.98	67.31
		T	34.08	34.25	15.22	53.98	35.00
51.	Almora	R	28.92	15.90	38.58	62.16	35.26
		U	38.42	4.99	38.46	67.70	38.57
		T	30.13	9.99	38.54	67.70	38.57
52.	Pithoragarh	R	30.94	15.94	34.90	57.51	27.71
		U	42.99	36.26	17.89	93.85	95.52
		T	32.35	18.31	31.58	59.60	31.32
53.	Pauri Garhwal	R	35.50	21.22	-	80.96	50.23
		U	49.58	32.84	-	94.87	67.17
		T	37.20	23.00	-	82.02	51.56
54.	Tehri Garhwal	R	24.27	12.65	-	60.85	21.72
		U	39.52	21.01	-	87.47	71.85
		T	25.48	13.26	-	62.03	23.78
55.	Uttarkashi	R	20.30	14.80	36.56	56.44	15.85
		U	40.42	30.47	85.71	78.16	78.57
		T	23.48	16.21	39.00	57.66	18.98
56.	Chamoli	R	29.99	21.61	46.89	81.20	41.91
		U	36.08	13.20	28.31	86.97	56.61
		T	29.87	19.79	38.70	81.86	43.43
57.	Dehradun	R	42.22	33.77	27.89	81.86	43.43
		U	45.36	42.06	43.79	56.60	44.90
		T	43.87	36.66	31.32	66.15	66.00
	Total (State)	R	21.82	16.94	31.65	45.24	19.21
		U	36.81	30.45	38.06	81.84	54.70
		T	26.52	20.46	33.31	52.28	25.63

APPENDIX TABLE 32.25

WEST BENGAL

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Barkura	R	33.21	29.88	24.12	57.35	31.49
		U	42.87	28.29	21.09	57.96	47.45
		T	34.05	29.81	24.38	57.40	32.71
2	Birbhum	R	36.80	30.63	26.00	57.35	31.49
		U	42.68	36.15	21.28	57.96	47.45
		T	37.86	31.13	25.68	57.40	32.71
3	Bardhaman	R	36.19	28.01	18.28	51.67	29.78
		U	39.95	30.32	35.86	79.55	54.79
		T	37.74	28.66	24.44	60.44	37.35
4	Calcutta	R	-	-	-	-	-
		U	44.79	35.20	24.44	42.29	32.23
		T	44.79	35.20	24.44	42.29	32.23
5	Koch-Bihar	R	35.93	33.00	22.44	40.92	24.47
		U	41.31	36.75	37.75	55.88	105.58
		T	37.17	33.34	24.75	48.06	29.44
6	Darjiling	R	41.78	42.23	42.06	47.06	41.95
		U	48.03	42.23	84.46	45.19	92.92
		T	45.34	42.98	41.97	60.31	55.89
7	Hooghly	R	38.12	33.81	27.34	63.32	46.02
		U	45.60	45.73	18.66	33.57	120.31
		T	41.02	35.68	26.40	74.82	57.98
8	Howra	R	44.38	32.76	33.33	47.73	41.04
		U	44.29	32.97	-	70.28	58.83
		T	44.33	32.85	33.33	56.89	48.28
9	Jalpaiguri	R	36.47	35.95	40.09	32.82	15.38
		U	44.09	39.97	30.31	89.25	72.93
		T	39.04	36.75	33.16	41.18	33.38
10	Maldah	R	33.88	28.43	19.07	33.44	26.04
		U	53.04	59.02	37.50	68.08	64.46
		T	36.32	29.79	19.17	35.06	28.15
11	Medinipur	R	36.24	30.31	12.83	70.02	44.86
		U	44.87	39.73	32.57	82.50	69.03
		T	37.22	31.33	20.47	71.14	47.07

1	2	3	4	5	6	7	8
12	Murshidabad	R	33.40	33.01	21.84	49.60	28.28
		U	47.33	45.18	32.47	67.40	64.39
		T	35.85	35.55	23.69	51.29	31.66
13	Nadua	R	33.24	36.27	21.15	54.49	42.70
		U	49.23	45.97	35.19	64.43	60.30
		T	38.08	38.78	22.05	54.47	46.98
14.	Puruliya	R	21.84	15.01	13.03	56.42	17.89
		U	36.55	32.10	30.53	82.37	44.01
		T	24.02	17.51	14.29	58.74	20.20
15	North 24 Parganas	R	41.00	36.66	25.25	52.69	31.64
		U	42.58	47.55	36.82	47.03	41.69
		T	41.82	40.06	27.86	51.23	34.24
16	South 24 Parganas	R	35.08	32.13	20.43	53.05	37.46
		U	45.63	5.98	52.25	60.58	48.57
		T	38.35	34.01	26.57	56.87	43.10
17.	West Dinajpur	R	33.11	27.51	22.21	36.64	16.83
		U	41.79	37.96	38.08	64.70	43.28
		T	34.93	28.52	28.78	39.60	19.63
	Total (State)	R	35.88	31.90	23.57	53.71	33.67
		U	44.07	40.38	33.40	65.28	53.13
		T	38.58	33.81	24.90	56.65	38.64

APPENDIX TABLE 32.26

ANDAMAN AND NICOBAR ISLANDS

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Andaman	R	44.74	-	0.019	69.88	63.65
		U	43.99	-	0.012	84.59	69.44
		T	44.47	-	0.05	74.10	65.29
2.	Nicobar	R	43.15	-	27.69	86.63	88.45
		U	NUP	NUP	NUP	NUP	NUP
		T	43.15	-	27.69	86.63	88.45
	Total (State)	R	44.40	-	5.85	72.71	67.38
		U	43.99	-	0.10	84.59	69.44
		T	44.28	-	4.06	75.70	67.90

APPENDIX TABLE 32.27

CHANDIGARH

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Chandigarh	R	40.19	8.94	-	61.87	49.11
		U	46.10	5.50	-	69.11	72.86
		T	46.73	5.74	-	68.56	71.10

APPENDIX TABLE 32.28

DADRA & NAGAR HAVELI

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Dadra & Nagar Haveli	R	35.82	—	—	—	47 11
		U	—	—	—	—	—
		T	—	—	—	—	—

APPENDIX TABLE 32.29

DAMAN & DIU

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Daman	R	46.44	40.17	36.04	84.35	83.96
		U	46.67	25.85	28.33	94.51	88.72
		T	46.57	38.82	33.05	88.84	85.73
2	DiU	R	31.52	27.78	33.33	75.99	39.22
		U	38.79	30.51	50.00	71.84	76.87
		T	34.54	29.87	42.86	74.89	48.25
	Total (State)	R	40.61	38.52	36.01	80.60	63.90
		U	44.57	33.04	28.80	80.40	84.07
		T	42.62	36.03	33.19	83.52	71.43

APPENDIX TABLE 32.31

LAKSHADWEEP

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1.	Lakshadweep	R	43.85	—	42.47	90.10	87.40
		U	37.97	—	37.33	95.45	96.20
		T	41.41	—	40.34	92.38	90.80

APPENDIX TABLE 32.32

PONDICHERRY

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES
- SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-4 years) Enrolment Ratio 1986-87	
			Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8
1	Pondicherry	R	9.40	10.60	—	98.30	83.10
		U	12.00	11.70	—	96.50	76.70
		T	10.80	11.10	—	97.30	79.30
2	Karaikal	R	10.50	7.90	—	96.50	72.80
		U	13.10	9.10	—	94.60	81.60
		T	11.50	8.20	—	95.10	76.20
3.	Mahe	R	16.70	15.60	—	86.80	88.50
		U	16.40	10.70	—	91.60	801.0
		T	16.30	13.30	—	86.60	84.70
4	Yanam	R	NRP	NRP	NRP	NRP	NRP
		U	9.80	12.20	—	66.50	90.40
		T	9.80	12.20	—	66.50	90.40
	Total (State)	R	10.20	10.00	—	96.60	96.60
		U	12.20	11.50	—	92.90	78.00
		T	11.20	10.60	—	94.60	82.00

Source : Fifth All India Educational Survey, NCERT, (unpublished data)

Note : NRP stands for no rural population
NUP stands for no urban population

APPENDIX TABLE : 33

PROPORTION OF 6 YEAR-OLD CHILDREN ATTENDING SCHOOL 1981 CENSUS.

<i>State</i>	<i>Male</i>	<i>Female</i>	<i>All</i>
<i>Rural</i>			
Uttar Pradesh	20.70	10.5	15.67
Bihar	22.98	11.85	17.53
Maharashtra	41.24	31.12	36.25
West Bengal	26.97	21.08	24.06
Andhra Bengal	37.35	25.40	31.47
Madhya Pradesh	25.67	12.83	19.34
Tamil Nadu	58.61	49.72	54.31
Karnataka	32.18	23.33	27.83
Rajasthan	23.94	7.92	16.34
Gujarat	33.35	23.98	28.80
Orissa	42.23	29.62	35.99
Kerala	72.84	72.55	72.69
INDIA	31.29	21.19	26.39
<i>Urban</i>			
Uttar Pradesh	39.53	33.85	36.77
Bihar	49.67	41.15	45.56
Maharashtra	61.70	57.73	59.76
West Bengal	52.12	47.47	49.88
Andhra Bengal	60.82	53.52	57.22
Madhya Pradesh	51.56	44.49	48.07
Tamil Nadu	69.99	67.01	68.54
Karnataka	52.51	48.33	50.46
Rajasthan	46.87	37.12	42.13
Gujarat	51.51	46.63	49.16
Orissa	56.93	49.68	53.36
Kerala	80.64	79.71	80.19
INDIA	55.02	49.65	52.40

Source : Census of India 1981

APPENDIX TABLE 34

DISTRICTS CLASSIFIED BY LEVELS OF SOCIAL - WELL BEING OF WOMEN 1981

<i>Levels</i>	<i>Districts</i>	<i>State/U.Ts</i>
LOW	Srikakulam Vizianagaram, Prakasham, Cuddapah, Anantpur, Kurnool, Rangareddy, Medak, Adilabad, Karimnagar, Warangal, Khammam, Nalgonda	Andhra Pradesh
	Nalanda, Nawada, Gaya, Aurangabad, Rohas, Bhojpur, Saran, Gopalganj, Paschim Champaran, Prubi Champaran, Sitamarhi, Muzaffarpur, Vaishali, Begusarai, Samastipur, Darbhanga, Madhubani, Saharsa, Purnia, Katihar, Munger, Bhagalpur, Santhal Pargana, Dhanbad, Giridih, Hazaribag, Palamau	Bihar
	Banas Kantha	Gujarat
	Lahul & Spiti	Himachal Pradesh
	Baramula, Kupwara, Doda, Kargil Ladakh	J & K
	Bellary, Raichur, Gulbarga, Bidar	Karnataka
	Morena, Bhind, Datta, Shivpuri, Guna, Chhatarpur, Panna, Satna, Rewa, Shahdol, Sidhi, Mandasaur, Ujjain, Shahapur, Dewas, Dhar, Sehore, Rajgarh, Vidisha, Raisen, Mandla, Raj Nandgaon, Bilaspur, Surguja, Raipur, Bastar	Madhya Pradesh
	Aurangabad, Nanded, Bir Parbhani	Maharashtra
	Manipur North	Manipur
	Kalahandi	Orissa
	Ganganagar, Bikaner, Churu, Jhunjhunu, Alwar, Bharatpur, Sawai, Madhopur, Jaipur, Sikar, Ajmer, Tonk, Jodhpur, Nagaur, Pali, Barmer, Jalore, Sirohi, Philwara, Udaipur, Chittaurgarh, Bundi, Kota, Jhalawar	Rajasthan
	Sikkim West	Sikkim
	Dharampuri	Tamil Nadu

<i>Levels</i>	<i>Districts</i>	<i>State/U Ts</i>
	Chamoli, Tehri Garhwal, Pithoragarh, Almora, Bulandshahr, Budaun, Pilibhit, Mathura, Fatehpur, Lalitpur, Hamirpur, Banda, Kheri, Sitapur, Bahraich, Gonda, Barabanki, Faizabad, Sultanpur, Pratapgarh, Basti, Gorakhpur, Deoria, Azamgarh, Jaunpur, Ghazipur, Varanasi, Mirzapur	Uttar Pradesh
	Puruliya	West Bengal
	West Siang, East Siang	Arunachal Pradesh
VERY LOW	Nizamabad	Andhra Pradesh
	Siwan	Bihar
	Jaisalmer	Rajasthan

Source : S C. Nuna, Women and Development, NIEPA, 1990

APPENDIX TABLE 35

ECONOMICALLY ACTIVE POPULATION IN INDIA BY CATEGORIES IN 1981

Sl. No		Total	% to total	Male	Female	Female as % of Total
1		2	3 *	4	5	6
1	Professional, technical and related workers	7,094,415	2.9	5,634,712	1,459,703	20.58
2.	Administrative and managerial workers	2,292,194	0.9	2,235,027	57,167	2.49
3	Clerical and related workers	7,458,939	3.1	6,979,665	479,274	6.42
4	Sales workers	10,201,739	4.2	9,523,081	678,658	6.65
5	Service workers	6,788,965	2.7	5,567,921	1,221,044	17.99
6.	Agricultural, animal husbandry, forestry	152,789,748	62.5	116,270,261	36,519,487	23.90
7-9	Production related workers, transport equipment operation labourers	33,891,934	13.9	29,580,412	4,311,522	12.72
Total		244,604,981	100.0	181,080,209	63,524,772	25.97

Source : Year Book of Labour Statistics, ILO 1984

Note : Column No. 6 represents Column No. 5 as % of Column No. 2.

APPENDIX TABLE 36
CRUDE LITERACY RATE - 1991 CENSUS

S No	State/Distt/UTs	Literacy Rate, 1991		
		Total	Male	Female
1	2	3	4	5
	ANDHRA PRADESH	37.46	46.62	28.04
001	Srikakulam	31.13	41.59	20.82
002	Vizianagaram	29.37	39.14	19.60
003	Vishakhapatnam	39.40	48.57	30.00
004	East Godavari	41.37	46.78	35.95
005	West Godavari	45.66	50.93	40.37
006	Krishna	45.81	52.19	39.22
007	Guntur	40.70	49.11	32.04
008	Prakasam	35.10	45.71	24.19
009	Nellore	41.29	50.02	32.38
010	Chittoor	41.11	53.75	32.11
011	Cuddapah	41.52	54.22	28.27
012	Anantpur	35.69	47.23	23.50
013	Kumool	33.60	44.47	22.22
014	Mahbubnagar	24.95	33.71	15.94
015	Rangareddi	41.95	50.91	32.40
016	Hyderabad	55.03	61.88	47.58
017	Medak	27.51	37.79	16.94
018	Nizamabad	29.13	39.77	18.69
019	Adilabad	27.79	37.57	17.80
020	Karimnagar	33.02	44.32	21.56
021	Warangal	33.99	44.50	23.08
022	Khammam	34.10	42.06	25.81
023	Nalgonda	31.14	42.39	21.48
	ARUNACHAL PRADESH	32.87	41.34	23.03
024	Tawang	24.88	32.81	15.01
025	West Kameng	36.08	44.10	26.32
026	East Kameng	20.42	29.64	10.89
027	Lower Subansiri	32.74	40.55	24.05
028	Upper Subansiri	29.70	37.29	21.08
029	West Siang	35.97	43.69	27.12
030	East Siang	35.97	43.88	26.39
031	Dibang Valley	37.78	47.16	25.93
032	Lohit	39.55	48.27	28.61
033	Changlang	33.42	42.80	22.69
034	Timp	24.38	33.29	14.09
	ASSAM	43.20	50.62	35.18
035	Kokrajhar	33.19	40.24	25.70
036	Bongaigaon	40.24	48.59	31.37
037	Galpara	36.03	42.65	29.10
038	Dhubri	29.45	36.37	22.18
039	Barpeta	34.22	41.65	26.31
040	Kamrup	54.61	62.41	45.76
041	Nalbari	46.64	55.71	36.96
042	Darrang	34.58	42.04	26.64
043	Sonitpur	39.84	46.82	32.18
044	Nagaon	44.24	50.52	37.52

S No	State/Dist/UTs	Literacy Rate, 1991		
		Total	Male	Female
1	2	3	4	5
045	Mangaon	38.47	45.48	31.02
046	Jorhat	55.26	62.13	47.57
047	Sibsagar	54.24	60.73	47.14
048	Golaghat	48.28	55.16	40.82
049	Lakhimpur	47.54	53.47	41.18
050	Dhemaji	43.18	52.73	32.93
051	Karbi Anglong	37.48	45.34	28.81
052	North Cachar Hills	46.72	54.53	37.83
053	Karimganj	44.78	52.98	36.12
054	Cachar	48.66	56.05	40.78
055	Hailakandi	42.98	52.11	33.18
056	Dibrugarh	49.23	56.60	41.10
057	Tinsukia	41.20	48.95	32.51
	BIHAR	31.10	42.48	18.64
058	Patna	44.74	55.49	32.35
059	Nalanda	37.94	50.13	24.38
060	Nawada	31.18	44.04	17.46
061	Gaya	32.32	44.23	19.43
062	Jahanabad	37.39	51.70	21.84
063	Aurangabad	36.34	49.81	21.62
064	Rohilas	36.60	49.57	22.07
065	Bhojpur	37.81	52.45	21.61
066	Saran	33.06	47.44	18.19
067	Siwan	30.96	44.97	17.21
068	Gopalganj	27.76	40.97	14.13
069	Pashchim Champaran	22.91	32.50	12.00
070	East Champaran	22.74	30.87	13.52
071	Sitamarhi	22.87	31.85	12.71
072	Muzaffarpur	29.65	39.65	18.62
073	Vaishali	32.38	44.40	19.36
074	Begusarai	29.96	39.71	19.11
075	Samastipur	29.19	40.29	17.22
076	Darbhanga	23.41	39.07	16.74
077	Madhubani	26.96	39.26	13.77
078	Saharsa	25.52	37.43	12.16
079	Madhepura	22.62	32.09	11.93
080	Purnia	22.70	31.26	13.23
081	Arana	20.72	29.52	11.03
082	Kishanganj	17.95	26.42	8.82
083	Katihar	22.64	31.20	13.23
084	Munger	33.34	44.88	20.27
085	Khagaria	25.68	34.45	15.58
086	Bhaddalpur	32.13	42.22	20.63
087	Godda	27.62	39.63	14.61
088	Dumka	27.93	40.40	14.89
089	Deoghar	30.66	43.86	16.16
090	Sahibganj	21.68	29.61	13.23
091	Dhanbad	46.90	59.28	32.03
092	Giridih	28.69	42.30	14.20
093	Hazaribagh	30.17	42.58	16.88
094	Palamau	24.32	35.30	12.52

1	2	3	4	5
095	Gumla	32.21	41.93	22.39
096	Ranchi	41.69	52.96	29.53
097	Lohardaga	32.33	43.62	20.73
098	Pashchim Singhbhum	32.04	44.86	18.76
099	Purbi Singhbhum	50.40	60.96	38.77
	GOA	66.92	74.20	59.40
100	North Goa	69.10	76.67	61.26
101	South Goa	64.04	70.93	56.98
	GUJARAT	51.65	61.44	41.18
102	Jamnagar	50.14	59.23	40.62
103	Rajkot	57.98	66.07	49.23
104	Surendrana	45.58	56.21	34.08
105	Bhavnagar	48.46	58.93	37.44
106	Amreli	50.57	59.70	41.28
107	Junagadh	51.93	62.03	41.42
108	Kachchh	43.79	52.89	34.44
109	Banas Kantha	32.09	44.58	18.69
110	Sabar Kantha	50.22	63.09	36.92
111	Mahesana	55.19	65.83	44.00
112	Gandhinagar	74.67	79.31	69.63
113	Ahmedabad	63.09	70.96	54.32
114	Khoda	56.71	69.32	42.99
115	Panch Mahal	36.17	49.05	22.66
116	Vadodara	54.81	63.66	45.12
117	Bharuch	52.41	62.13	41.99
118	Surat	49.76	56.16	42.66
119	Valsad	55.34	63.14	47.19
120	The Dangs	37.39	46.90	27.75
	HARYANA	45.54	55.97	33.62
121	Ambala	55.55	62.66	47.64
122	Kurukshetra	48.42	56.74	39.05
124	Kaithal	34.58	44.51	22.94
125	Karnal	45.54	54.25	35.58
126	Panipat	44.64	54.40	33.23
127	Jind	37.84	49.18	24.43
128	Sonipat	52.32	63.14	39.64
129	Rohlak	53.68	61.99	44.08
130	Faridabad	47.08	59.52	32.12
131	Gurgaon	41.15	52.99	27.79
132	Rewari	53.03	67.04	37.93
133	Mahendragarh	45.63	60.56	29.91
134	Bhiwani	43.37	56.71	28.49
135	Hissar	39.02	50.01	26.34
136	Sirsa	38.16	47.07	28.12
	HIMACHAL PRADESH	53.31	62.57	44.01
137	Chamba	36.24	48.66	23.28
138	Kangra	59.37	66.46	52.73
139	Hamirpur	62.77	69.69	56.82
140	Una	59.79	67.62	52.22
141	Bilaspur	56.11	64.37	48.09
142	Mandi	52.21	63.32	41.45
143	Kullu	45.15	57.75	31.53
144	Lahul & Spiti	48.02	61.47	32.02
145	Shimla	55.09	65.04	44.03

1	2	3	4	5
146	Solan	53.19	62.95	42.51
147	Sumaur	42.11	51.94	31.18
148	Kinnaur	49.39	61.86	34.88
	JAMMU & KASHMIR* 149 to 162 (10 Districts)	NA	NA	NA
	KARNATAKA			
163	Bangalore (U)	47.02	56.29	37.37
164	Bangalore (R)	66.21	72.08	59.71
165	Tumkur	42.75	52.15	32.86
166	Kolar	46.45	56.67	35.79
167	Mandya	42.83	53.05	32.25
168	Mysore	41.12	50.39	31.48
169	Kodagu	38.87	47.30	32.07
170	Hassan	58.51	64.30	52.66
171	Dakshin Kannad	47.51	57.37	37.65
172	Chikmagalur	65.50	72.27	59.13
172	Chikmagalur	52.31	60.46	43.98
173	Shimoga	52.31	60.46	43.98
174	Churadurga	51.97	60.19	43.42
175	Bellary	46.41	55.97	36.30
176	Dharwad	37.03	47.37	26.22
177	Uttar Kannad	48.80	59.44	37.53
178	Belgaum	56.44	64.36	48.25
179	Bijapur	44.11	55.27	32.47
180	Raichur	45.60	57.17	33.62
181	Gulbarga	28.77	39.47	17.83
182	Bidar	31.01	41.47	20.14
		36.48	47.59	24.82
	KERALA	78.10	80.94	75.37
183	Kasaragod	70.15	75.06	65.37
184	Kannur	79.40	82.44	76.51
185	Wayanad	70.49	74.65	66.19
186	Kozhikode	79.14	82.61	75.77
187	Malappuram	71.86	74.48	69.37
188	Palakkad	69.78	74.36	65.48
189	Thirssur	79.30	81.70	77.09
190	Ernakulam	82.12	84.62	79.62
191	Idukki	75.99	79.35	72.56
192	Kottayam	85.49	86.71	84.27
193	Alapuzha	83.61	85.62	81.72
194	Kollam	79.38	82.14	76.74
195	Pathanamth	84.25	85.17	83.39
196	Thiruvananthapuram	78.11	80.87	75.47
	MADHYA PRADESH	35.52	47.04	23.17
197	Morena	32.51	45.95	16.27
198	Bhind	38.88	52.52	22.29
199	Gwalior	47.14	58.00	34.09
200	Datia	35.01	48.57	19.11
201	Shivpuri	26.08	37.81	12.27
202	Guna	27.33	38.87	14.16
203	Tikamgarh	27.39	37.73	13.53
204	Chhatarpur	27.76	37.28	16.62
205	Panna	26.62	36.77	15.31

* Census not held in 1991

1.	2	3	4	5
206	Sagar	42 35	53 55	29 63
207	Damoh	38 03	48 51	24 36
208	Satna	35 17	47.47	21 80
209	Rewa	34 95	47.79	21 23
210	Shahdol	27 86	38 90	116 13
211	Sidhi	22 46	33.63	10 38
212	Mandsaur	39 73	55 48	23 04
213	Ratlam	35.61	47 17	23.42
214	Ujjain	40.45	52 97	27.03
215	Shajapur	31 40	45.84	15 68
216	Dewas	35 34	49 18	20 36
217	Jhabua	14 17	19 65	8 55
218	Dhar	27.59	38.13	15 51
219	Indore	55 44	65 41	44.45
220	West Nimar	28 40	38.01	18 29
221	East Nimar	36 77	46 72	26.19
222	Rejgarh	25 31	37 34	12.29
223	Vidisha	34 98	46 40	21 87
224	Bhopal	53 07	60.73	44 48
225	Sehore	31 96	45 13	17 30
226	Raisen	32 61	43.49	20.29
227	Betul	36 34	45 55	26 83
228	Hoshangabad	42 35	53 29	30 19
229	Jabalpur	48 68	59.34	37 03
230	Narsimhpur	45 41	55.84	33 99
231	Mandla	30 11	42 08	18 01
232	Chhindwara	36 11	45 72	25.98
233	Seoni	35.72	46.17	25 00
234	Balaghat	43.73	55 41	32.07
235	Surguja	23 94	33.54	13 88
236	Bilaspur	36 51	50 68	22 03
237	Raigarh	33 90	46.00	21.78
238	Rajnandgaon	35.97	49 48	22 61
239	Durg	47.95	60.58	34 93
240	Raipur	39 15	52 88	25 33
241	Bastar	19 96	27.60	12 34
MAHARASHTRA		54 38	64 43	43 64
242	Greater Bombay	71 55	77 25	64.59
243	Thane	58 80	66.28	50 29
244	Raigarh	53.84	63 56	44.23
245	Ratangiri	53 27	63 58	44 75
246	Sindhudurga	67 25	75 74	59.80
247	Nasik	51.03	61 22	40 29
248	Dhule	42 37	52.21	32.12
249	Jalgaon	53 96	65 16	42 08
250	Ahmednagar	50 33	62.23	37 83
251	Pune	60 60	69 13	50.37
252	Satara	55 95	66 85	45 42
253	Sangli	54.22	64.99	43 08
254	Solapur	47 06	58.71	34.63
255	Kothapur	57.52	68 92	45 71
256	Aurangabad	46 33	59.57	32.04
257	Jalna	36.69	51 27	21.47
258	Parbhani	38.13	52.05	23 55
259	Bid	40 03	53 20	26.13
260	Latur	45.33	57.38	32.56
261	Nanded	38 81	51.90	24 99

1	2	3	4	5
262	Osmanabad	44.29	56.23	31.62
263	Buldana	50.14	62.43	37.27
264	Akola	54.50	64.57	43.78
265	Amravati	59.30	66.41	51.71
266	Yavatmal	48.18	58.94	36.84
267	Wardha	60.61	68.36	52.37
268	Nagpur	63.05	69.89	55.64
269	Bhandara	54.72	66.79	42.53
270	Chandrapur	49.76	60.12	38.84
271	Godchiroli	35.40	46.81	23.71
	MANIPUR	49.01	58.24	39.40
272	Senapati	27.84	35.23	20.23
273	Tamenglong	43.84	50.06	37.20
274	Churachand	49.47	35.22	43.38
275	Chandel	37.46	45.22	28.99
276	Thoubal	43.66	54.80	32.26
277	Imphal	59.62	69.80	49.12
278	Bishunpur	46.07	56.61	35.42
279	Ukhrul	50.25	58.82	40.49
	MEGHALAYA	39.16	41.72	36.45
280	Jaintia Hills	28.00	27.33	28.68
281	East Khasi Hills	48.68	50.60	46.60
282	West Khasi Hills	39.60	40.53	37.52
283	East Garo Hills	37.04	42.18	31.70
284	West Garo Hills	32.07	36.22	27.71
	MIZORAM	67.36	70.36	64.11
285	Aizwal	72.29	74.43	69.99
286	Lunglei	64.26	68.42	58.69
287	Chhimiupui	47.32	53.26	40.83
288	Nagaland	51.09	56.06	45.50
	NAGALAND	51.09	56.05	45.52
288	Kohima	56.19	60.78	50.93
289	Phek	51.60	60.55	41.41
290	Wokha	59.36	66.08	52.11
291	Mokokchung	68.54	71.24	65.59
292	Tuensang	40.53	45.39	35.08
293	Zunheboto	52.85	57.41	47.95
294	Mon	29.89	35.26	23.73
	ORISSA	40.97	52.52	29.10
295	Sambalpur	41.52	54.38	28.21
296	Sundergarh	44.39	54.90	33.19
297	Kendujhar	36.94	48.43	25.09
298	Mayurbhanj	30.89	42.02	19.56
299	Baleshwar	48.70	59.96	37.08
300	Cuttack	53.36	63.70	42.63
301	Dhenkanal	44.58	57.32	31.18
302	Phulbani	31.55	46.19	16.88
303	Balangir	33.09	47.71	18.19
304	Kalahandi	25.32	38.24	12.39
305	Koraput	18.69	26.35	10.97
306	Ganjam	36.62	49.87	23.52
307	Puri	54.25	65.21	42.79
	PUNJAB	49.29	55.14	42.17
308	Gurdaspur	53.51	60.23	45.83
309	Amritsar	47.39	53.03	40.99

1	2	3	4	-5
310	Ferozpur	40.07	47.45	31.88
311	Ludhiana	57.62	62.24	52.22
312	Jalandhar	58.78	64.14	52.86
313	Kapurthala	53.47	58.92	47.45
314	Hoshiarpur	59.76	66.25	52.79
315	Rupnagar	57.11	64.20	49.13
316	Patiala	49.30	54.61	43.37
317	Sangrur	38.72	44.56	32.07
318	Bathinda	35.92	42.02	29.01
319	Fardkot	41.53	47.19	35.13
	RAJASTHAN	31.03	44.22	16.59
320	Ganganagar	33.84	44.80	21.36
321	Bikaner	33.35	43.81	21.56
322	Churu	27.22	39.96	13.67
323	Jhunjhunu	37.38	53.42	20.48
324	Alwar	33.65	47.97	17.53
325	Bharatpur	33.74	49.08	15.37
326	Dholpur	27.33	39.81	11.65
327	Sawai Madhopur	28.69	43.29	11.65
328	Jaipur	39.30	52.27	24.77
329	Sikar	33.07	49.64	15.66
330	Ajmer	42.84	56.17	28.42
331	Tonk	27.11	40.81	12.31
332	Jaissalmer	23.91	35.96	9.02
333	Jodhpur	32.33	45.08	18.23
334	Nagaur	25.18	38.91	10.72
335	Pali	29.31	43.65	14.32
336	Barmer	18.36	29.21	6.18
337	Jalore	18.75	30.58	6.21
338	Sirohi	25.98	37.51	13.84
339	Bhilwara	25.59	37.21	13.31
340	Udaipur	27.97	40.21	15.30
341	Chittaurgarh	28.23	41.61	14.15
342	Dungarpur	24.59	36.69	12.45
343	Banswara	26.05	41.01	10.62
344	Bundi	25.88	37.64	12.67
345	Kota	38.45	51.59	23.65
346	Jhalawar	26.50	38.94	12.94
	SIKKIM	46.28	53.79	37.73
347	North Distt	43.50	51.79	33.48
348	East Distt	53.68	60.65	45.61
349	South Distt	43.51	51.08	35.01
350	West Distt	36.55	44.47	27.92
	TAMIL NADU	54.61	64.02	44.92
351	Madras	72.54	77.59	67.12
352	Chengai-Anna	57.45	66.66	47.82
353	North Arcot	52.40	62.43	42.25
354	Tiruvannam Sambuvarayar	45.23	56.65	33.60
355	South Arcot	45.76	56.88	34.26
356	Dharampuri	39.83	48.41	36.14
357	Salem	47.59	56.80	37.70
358	Periyar	48.72	59.05	37.97
359	Coimbatore	60.80	68.46	52.38
360	Nilgiri	63.78	72.55	54.89
361	Madurai	53.25	63.38	42.84
362	Dindigul	50.38	60.99	39.48

1	2	3	4	5
363	Tiruchirapalli	53.74	64.47	42.84
364	Thanjavur	57.64	67.42	47.82
365	Pudukkottai	50.03	62.21	37.91
366	Kamarajar	54.86	65.77	43.89
367	Ramanathapuram	52.46	63.46	41.67
368	Pasumpon Thevar Thirumalai	55.01	67.26	43.11
369	Chidambaram	63.20	70.70	56.04
370	Thirunelveli	56.53	66.51	46.89
371	Kanniyakumari	72.14	75.33	68.93
	TRIPURA	49.86	58.23	41.01
372	West Tripura	54.55	62.82	45.81
373	North Tripura	49.46	57.18	41.24
374	South Tripura	42.32	51.44	32.73
	UTTAR PRADESH	33.78	45.11	20.92
375	Uttar Kashi	38.10	55.70	19.13
376	Chamoli	48.58	63.79	34.22
377	Tehri Garhwal	39.08	57.47	21.94
378	Dehra Dun	58.55	66.02	49.77
379	Garhwal	53.74	66.80	41.99
380	Pithorogarth	47.49	63.48	31.98
381	Almora	47.46	63.00	33.41
382	Nainital	45.42	54.40	35.15
383	Saharanpur	33.59	43.23	22.38
384	Hardwar	39.21	48.61	28.09
385	Muzaffarnagar	35.29	45.49	23.46
386	Bijnor	31.95	41.78	20.68
387	Meerut	41.35	51.73	29.23
388	Ghaziabad	43.70	53.32	32.18
389	Bulandshahr	36.06	49.73	20.18
390	Moradabad	24.94	33.32	15.10
391	Rampur	19.87	26.79	11.90
392	Budaun	19.46	27.08	10.07
393	Bareilly	26.64	35.21	16.46
394	Pilibhit	25.55	35.52	13.83
395	Shahjahanpur	26.22	35.14	15.32
396	Aligarh	35.96	48.06	21.61
397	Mathura	35.34	50.07	17.36
398	Agra	40.00	52.39	25.11
399	Firozabad	37.33	48.38	24.04
400	Etah	31.70	42.90	18.19
401	Mainpuri	40.00	51.34	26.55
402	Farukhabad	38.57	48.68	26.51
403	Etawah	43.62	54.01	31.20
404	Kanpur Nagar	58.77	64.56	51.86
405	Kanpur Dehat	41.52	51.82	29.32
406	Fatehpur	37.22	49.02	23.87
407	Allahabad	33.83	47.30	18.49
408	Jalaun	41.33	54.43	25.57
409	Jhansi	42.72	55.44	28.02
410	Lalitpur	25.37	35.94	13.12
411	Hamirpur	32.16	45.07	16.82
412	Banda	28.75	41.63	13.45
413	Khen	26.11	36.03	14.36
414	Sitapur	25.35	34.95	13.82
415	Hardoi	29.46	40.43	16.07
416	Unnao	31.51	41.69	19.88

1.	2	3	4	5
417	Lucknow	51.17	61.32	39.31
418	Rai Bareilly	31.21	43.44	18.10
419	Bahraich	20.04	29.22	9.12
420	Gonda	22.56	32.78	10.84
421	Bara Banki	26.27	36.39	14.48
422	Faizabad	33.80	45.69	20.96
423	Sultanpur	32.00	45.07	18.04
424	Pratapgarh	33.15	48.35	17.80
425	Basti	29.85	42.01	16.54
426	Siddharth	22.34	33.20	10.46
427	Gorakhpur	34.34	47.54	20.12
428	Maharajganj	23.37	36.78	8.84
429	Deoria	29.93	43.91	15.48
430	Azamgarh	31.40	44.33	18.60
431	Mau	34.87	46.87	22.52
432	Jaunpur	33.87	49.30	18.37
433	Ballia	36.03	49.02	22.39
434	Ghazipur	34.42	48.14	20.15
435	Varanasi	38.19	51.19	23.68
436	Mirzapur	31.28	42.94	17.95
437	Sonbhadra	27.44	38.02	15.09
	WEST BENGAL	48.13	56.55	38.95
438	Koch Bihar	37.60	46.83	27.71
439	Jalpaiguri	37.50	46.67	27.61
440	Darjiling	51.16	56.46	45.42
441	West Dinaj	32.10	40.21	23.37
442	Maldan	28.52	36.49	20.02
443	Murshidabad	30.50	37.00	23.63
444	Nadia	43.90	50.36	37.02
445	North 24 Parganas	55.58	62.39	48.09
446	South 24 Parganas	44.77	55.95	32.74
447	Calcutta	70.70	75.15	65.13
448	Haora	57.62	64.81	49.43
449	Hugli	57.51	65.41	48.90
450	Medinipur	57.64	67.35	47.36
451	Bankura	42.95	54.45	30.82
452	Puruliya	35.76	50.86	19.79
453	Bardhaman	52.26	60.04	43.61
454	Birbhum	39.29	47.87	30.21
	A & N ISLANDS	61.28	67.33	53.90
455	Andamans	62.58	68.56	55.24
456	Nicobars	53.34	59.66	45.87
457	CHANDIGARH	66.49	70.77	61.09
458	DADRA & NAGAR HAVELI	32.53	43.12	21.43
	DAMAN & DIU	60.62	69.91	51.07
459	Daman	65.10	73.47	55.96
460	Diu	53.61	63.87	43.96
461	DELHI	63.49	69.74	55.97
	PONDICHERRY	64.57	72.16	56.84
462	LAKSHADWEEP	64.94	71.63	57.83
	PONDICHERRY	64.57	72.16	56.84
463	Pondicherry	63.61	71.68	55.27
464	Karaikal	64.20	71.95	56.50
465	Mahe	82.77	84.11	81.60
466	Yanam	65.23	69.76	60.55

APPENDIX TABLE 37

CATEGORISATION OF DISTRICTS ACCORDING TO PERCENTAGE OF RURAL GIRLS
TO TOTAL ENROLMENT IN CLASSES I-V IN RURAL AREAS (1986-87)

Sl NO	States/Uts	Total No of Districts with Rural Population	Percentage of Rural Girls to Total Enrolment in Classes I-V in Rural Areas				
			Below 20	21-30	31-40	41-50	(+)
States							
1	Andhra Pradesh	22	—	2	8	12	
2	Arunachal Pradesh	10	—	1	5	4	
3.	Assam	17	—	—	—	17	
4.	Bihar	39	—	13	25	1	
5	Goa	2	—	—	—	2	
6.	Gujrat	19	—	—	5	14	
7.	Haryana	12	—	—	6	6	
8	Himachal Pradesh	12	—	—	1	11	
9	Jammu & Kashmir	14	—	1	7	6	
10.	Karnataka	NA	NA	NA	NA	NA	
11.	Kerala	NA	NA	NA	NA	NA	
12	Madhya Pradesh	45	1	6	31	7	
13	Maharashtra	29	—	—	5	24	
14.	Manipur	8	—	—	—	8	
15	Meghalaya	5	—	—	—	5	
16	Mizoram	3	—	—	1	6	
17	Nagaland	7	—	—	5	8	
18	Orissa	13	—	—	—	12	
19	Punjab	12	—	—	—	12	
20	Rajasthan	27	4	20	3	—	
21	Sikkim	4	—	—	—	19	
22.	Tamil Nadu	19	—	—	—	3	
23	Tripura	3	—	—	—	7	
24.	Uttar Pradesh	57	—	15	35	7	
25.	West Bengal	16	—	—	2	14	
Union Territories							
26.	Andaman & Nicobar Islands	2	—	—	—	2	
27	Chandigarh	1	—	—	—	1	
28	Dadra & Nagar Haveli	1	—	—	—	2	
29.	Daman & Diu	2	—	—	—	—	
30.	Delhi	1	—	—	—	1	
31	Lakshadweep	1	—	—	—	1	
32	Pondicherry	4	1	1	1	1	
Total		406	6	59	142	199	
Percentage		100.00	1.47	14.53	34.97	49.01	

Source: Fifth All India Educational Survey, NCERT (1986), unpublished data

APPENDIX TABLE 38

CATEGORISATION OF DISTRICTS ACCORDING TO PERCENTAGE OF GIRLS' ENROLMENT
TO TOTAL ENROLMENT IN CLASSES VI—VIII IN RURAL AREAS (1986—87)

S No	States/UTs	Percentage of Rural Girls' Enrolment to total Enrolment in Classes VI—VIII 1986—87				Total No of Districts with Rural Population
		Below 20	21—30	31—40	41—50 (+)	
States						
1	Andhra Pradesh	—	4	15	3	22
2.	Arunachal Pradesh	—	3	4	3	10
3.	Assam	—	—	10	7	17
4	Bihar	13	—	1	—	39
5.	Goa	1	25	1	—	2
6.	Gujarat	—	2	13	4	19
7.	Haryana	1	8	3	—	12
8	Himachal Pradesh	—	2	6	4	12
9	Jammu & Kashmir	—	—	—	—	14
10	Karnataka	NA	NA	NA	NA	NA
11	Kerala	NA	NA	NA	NA	NA
12.	Madhya Pradesh	28	16	1	—	45
13.	Maharashtra	—	5	18	6	29
14.	Manipur	—	—	3	5	8
15	Meghalaya	—	—	—	5	5
16.	Mizoram	—	—	—	3	3
17	Nagaland	1	—	1	5	7
18	Orissa	1	4	8	—	13
19.	Punjab	—	—	7	5	12
20.	Rajasthan	26	1	—	—	27
21.	Sikkim	—	—	1	13	14
22.	Tamil Nadu	—	—	—	19	19
23.	Tripura	—	—	1	2	3
24	Uttar Pradesh	25	23	5	1	54
25.	West Bengal	—	1	12	3	16
Union Territory						
26.	A&N Islands	—	—	—	2	2
27	Chandigarh	—	—	1	—	1
28.	Dadra & Nagar Haveli	—	—	1	—	1
29	Daman & Diu	—	—	—	1	2
30	Lakshadweep	—	—	—	1	1
31.	Pondicherry	3	—	—	—	3
32.	Delhi	—	—	—	1	1
Total		99	99	122	103	403
Percentage		24.38	24.38	30.27	25.56	100.00

Source Fifth All India Educational Survey, NCERT (Unpublished data)

APPENDIX TABLE 39

DISTRICTS CATEGORIZED BY RURAL GIRLS AGE SPECIFIC (6-11 YEARS) ENROLMENTS IN 1986-87

S.No	States/UTs	Total No. of Distts with Rural Population	Rural Girls Age Specific (6-11 yrs) Enrolment Ratio (1986-87)			
			Below 25	26-10	51-75	75-100
States						
1	Andhra Pradesh	22	-	1	3	18
2	Arunachal Pradesh	10	-	5	4	1
3	Assam	17	-	1	10	6
4	Bihar	39	-	22	17	-
5	Goa	2	-	-	1	1
6	Gujrat	19	-	-	14	5
7	Haryana	12	1	8	3	12
8	Himachal Pradesh	12	-	1	7	4
9	Jammu & Kashmir	14	-	4	7	3
10	Karnatka	NA	NA	NA	NA	NA
11	Kerala	NA	NA	NA	NA	NA
12	Madhya Pradesh	45	-	10	29	6
13	Maharashtra	30	-	-	12	18
14	Manipur	8	-	-	4	4
15	Meghalaya	5	-	3	1	1
16	Mizoram	3	-	-	-	3
17	Nagaland	7	-	6	1	-
18	Orissa	13	-	4	7	2
19	Punjab	12	-	-	1	11
20	Rajasthan	27	6	20	1	-
21	Sikkim	4	-	1	3	-
22	Tamil Nadu	19	-	-	-	19
23	Tripura	3	-	-	-	3
24	Uttar Pradesh	57	9	28	17	3
25	West Bengal	16	1	1	10	4
Union Territory						
26	A&N Islands	2	-	-	1	1
27	Chandigarh	1	-	-	-	1
28	D & N Haveli	1	-	1	-	-
29	Daman & Diu	2	-	-	1	-
30	Delhi	1	-	-	1	-
31	Lakshadweep	1	-	-	-	1
32	Pondicherry	3	-	-	-	3
<hr/>						
Total		406	17	108	160	121
<hr/>						
Percentage		100.00	4.19	26.60	39.41	29.80

Source : Fifth All India Educational Survey, NCERT (Unpublished data).

APPENDIX TABLE 40

AGE SPECIFIC ENROLMENT RATIO OF RURAL GIRLS (11—14 YEARS) (1986—87)

Sl No	States/UTs	Total No of Distt with Rural Population	Age Specific Enrolment Ratio of of Rural Girls (11—14 Years) 1986—87			
			Below 25	26—50	51—75	76—100
States						
1.	Andhra Pradesh	22	16	6	—	—
2.	Arunachal Pradesh	10	—	7	3	—
3.	Assam	17	—	12	5	—
4.	Bihar	39	39	—	—	—
5.	Goa	2	—	—	1	1
6.	Gujarat	19	1	7	10	1
7.	Haryana	12	5	6	1	—
8.	Himachal Pradesh	12	—	3	8	1
9.	Jammu & Kashmir	14	5	9	—	—
10.	Karnataka	NA	NA	NA	NA	NA
11.	Kerala	NA	NA	NA	NA	NA
12.	Madhya Pradesh	46	36	9	—	—
13.	Maharashtra	29	—	—	11	18
14.	Manipur	8	18	—	5	3
15.	Meghalaya	5	—	2	3	—
16.	Mizoram	3	—	1	2	1
17.	Nagaland	7	1	4	1	1
18.	Orissa	13	9	4	—	—
19.	Punjab	12	—	6	5	1
20.	Rajasthan	21	21	—	—	—
21.	Sikkim	4	—	1	2	1
22.	Tamil Nadu	NA	NA	NA	NA	NA
23.	Tripura	3	—	3	—	—
24.	Uttar Pradesh	57	46	8	1	2
25.	West Bengal	16	4	12	—	—
Union Territories						
26.	A & N Islands	2	—	—	1	1
27.	Chandigarh	1	—	1	—	—
28.	Dadra & Nagar Haveli	2	—	1	—	1
29.	Daman & Diu	2	—	1	—	1
30.	Delhi	1	—	—	1	—
31.	Lakshadweep	1	—	—	—	—
32.	Pondicherry	3	—	—	1	2
Total		183	107	59	32	381
Percentage		69.72	28.08	15.46	8.29	100.00

Source : Fifth All India Educational Survey, NCERT (Unpublished data)

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